HAMPTON SCHOOL

RELATIONSHIPS AND SEX EDUCATION

Contents

1. Relationships & Sex Education (RSE) 2
2. Statutory Guidance and Provision 2
3. Related Policies 2
4. RSE at Hampton School 2
5. Description of School 3
6. Moral Framework and Values 3
7. Aims and Objectives of Hampton School RSE Policy 3
8. Content and organisation of RSE programme 3
   - 8.1 Pre-Prep and Prep (ages 3–11) 3
   - 8.2 Senior School (ages 11–18) 4
9. Resources and External Providers 4
10. Special Educational Needs and Disabilities (SEND) 5
11. Specific Issues Statements 5
12. Communication and Consultation with Parents 5
13. Parents' Right to Withdraw 5
    - 13.1 Pre-Prep and Prep (ages 3–11) 5
    - 13.2 Senior School (ages 11–18) 6
14. Monitoring and Evaluation 6
15. Dissemination of the Policy 6
16. Review Process 6

Appendix A – Pre-Prep and Prep RSE Content – Overview 7
Appendix B – Senior School RSE Content – Overview 15

Hampton School is a charitable company registered in England and Wales. Its company registration number is 06264434, its charity registration number is 1120005 and its registered office is at Hanworth Road, Hampton, Middlesex, TW12 3HD. The School provides education to pupils aged 3-18. This policy applies to Hampton School and Hampton Pre-Prep & Prep School (HPP&P), together "the School".

1. Relationships & Sex Education (RSE)

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

2. Statutory Guidance and Provision

The Relationships and Sex Education (England) Regulations 2019 (updated July 2025 for 1 September 2026 implementation) provide that pupils receiving secondary education must be taught RSE. Relationships Education is compulsory for all pupils receiving primary education. RSE must be taught in all maintained schools, academies and independent schools.

This policy and the RSE lessons provided at the School are in accordance with the statutory guidance which came into statutory effect from 1 September 2026, replacing the previous 2019 guidance. The School must have regard to this guidance, and this policy and the RSE programme at Hampton ensure that all areas listed therein are covered during pupils' time at the School.

RSE is delivered in accordance with The Equality Act 2010, which protects against direct and indirect discrimination. The Equality Act ensures that the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation are respected in all settings. The RSE provision at Hampton reflects these principles.

The list of content required to be covered by the end of secondary school under *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers* (DfE, July 2025) is set out in Appendix B, together with the related PSHE delivery by year group.

3. Related Policies

This policy should be read in conjunction with the following:

- Safeguarding (Child Protection) Policy
- Staff Behaviour Policy
- Anti-Bullying Policy
- Equality, Diversity & Inclusion Policy
- Mental Health Policy
- Online Safety Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Life Skills (PSHE) Policy

4. RSE at Hampton School

The School ensures that there is a comprehensive, well-sequenced and positive programme of RSE and Relationships Education across all phases, delivered through the Biology curriculum, PSHE (known as Life Skills in the Pre-Prep and Prep), and the Curriculum Enrichment Programme in the Sixth Form. The programme is developed through meaningful engagement with pupils to ensure that it is relevant and responsive to their needs and is delivered as part of a whole-school approach to wellbeing and positive relationships, supported by the School's behaviour, safeguarding and pastoral policies.

Members of Staff Responsible: Head of PSHE (Mrs V Halford - VCH), Head of Biology (Mr P Langton - PHL), Deputy Head Pastoral, Prep (Mrs T Howard - TH) and Deputy Head (Mr R Scarratt - RTS).

5. Description of School

Hampton School is an independent day school for pupils aged 3-18, with approximately 1400 pupils across three phases: Pre-Prep (ages 3–7), Prep (ages 7–11) and Senior School (ages 11–18).

6. Moral Framework and Values

The School is a friendly and supportive environment for pupils of high academic promise from a wide variety of social, ethnic and religious backgrounds.

The School is committed to addressing the personal and social development of its pupils as well as preparing them academically. The School attempts to achieve these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.

7. Aims and Objectives of Hampton School RSE Policy

The School aims to provide relationships and sex education to all pupils which should:

- inform pupils about moral, emotional and health issues to enable them to make considered judgements and informed decisions when developing their own code of living
- equip them with the information, skills and values they need to have safe, mutually respectful and enjoyable relationships, and empower them to take responsibility for their sexual health and wellbeing
- contribute to pupils' learning about relationships, attitudes, and the way people live and work together
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, help them to come to terms with the emotional upheaval of adolescence
- help pupils recognise their sexual nature as a part of the whole personality which determines what a person is and not what they can do
- actively promote fundamental British values of individual liberty, mutual respect and tolerance, as well as respect for the protected characteristics listed in the Equality Act 2010

We believe that our RSE curriculum is integral to the School's preventative education in respect of safeguarding, sexual harassment and sexual violence, working alongside our whole-school commitment to tackling harmful sexual behaviours such as sexual harassment or sexist, homophobic, biphobic or transphobic bullying in school and on a societal level. Preventative education is most effective in the context of a whole-school approach.

More specifically, in the Pre-Prep and Prep, the School aims to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an age-appropriate understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

8. Content and organisation of RSE programme

8.1 Pre-Prep and Prep (ages 3–11)

Relationships and Health Education in the Pre-Prep and Prep is delivered within the Life Skills curriculum. Biological aspects are taught within the Science curriculum, and relevant content is also addressed in Religious Education. Every class has a Life Skills lesson once per week. The School uses materials from the PSHE Association to support delivery.

The curriculum is flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be reactive to circumstances that arise and to children's needs. Content may be planned according to the programme

or may arise from issues and questions raised by the children in response to their experiences. Cross-curricular links are made where possible through Computing (e-safety), RE and Science.

In addition to class-based lessons, pupils have the opportunity to hear from a range of outside speakers covering relevant topics, and national awareness weeks are reflected upon and used as a spur for activities. Whole-school and class assemblies, circle time and story time in the Pre-Prep, and time spent in the playground and dining hall also provide positive learning opportunities. The whole school, including non-teaching staff, supports the programme.

In Year 5, pupils are taught about physical changes during puberty. In Year 6, pupils receive a refresher on Year 5 content, a light-touch introduction to conception, and content on respect and consent in the context of healthy relationships. In Year 6, parental permission is sought and a parental meeting is offered.

Across the Pre-Prep and all Key Stages of the Prep, pupils are supported to develop skills in communication, recognising and assessing potential risks, assertiveness, seeking help and support, informed decision-making, self-respect and empathy for others, recognising and maximising a healthy lifestyle, managing conflict, and discussion and group work.

The full curriculum content, mapped against the statutory requirements of the DfE guidance, is set out in Appendix A.

8.2 Senior School (ages 11–18)

RSE in the Senior School is primarily delivered through the Biology Department and PSHE, with some content covered by the Religious Studies and Philosophy Department. The Sixth Form Curriculum Enrichment Programme includes external speakers on topics related to RSE.

PSHE lessons are taught in Form Groups by Form Tutors, apart from in the Third Year when the main RSE programme is taught in smaller half-Form Groups. Some RSE lessons are taught by external specialists — further details are available in the RSE Strand Document. RSE is delivered in Form Group Biology lessons in the Second Year and Biology sets in the Fourth Year.

The RSE strand is one of six strands within the Hampton PSHE curriculum. It is carefully sequenced across all year groups from First Year to Upper Sixth, building knowledge and skills progressively. Full details of the sessions delivered in each year group, including the external providers involved, are set out in the RSE Strand Document, available to parents via *My School Portal* here.

The RSE programme, lessons and resources are monitored, evaluated and reviewed annually, primarily by the Head of Biology and Head of PSHE.

The full curriculum content, mapped against the statutory requirements of the DfE guidance, is set out in Appendix B.

9. Resources and External Providers

The Pre-Prep and Prep use materials from the PSHE Association and Jigsaw to support delivery of Life Skills, including Relationships and Health Education, from Reception to Year 6.

The Senior School PSHE programme is resourced by the PSHE department, primarily the PSHE co-ordinator in charge of each strand. All resources are reviewed by the Head of PSHE. The Head of Biology oversees their resources. Descriptions of each PSHE session, including all RSE lessons, are provided via the strand documents which are accessible on *My School Portal*. All materials used in RSE lessons are available for parents to view on request with the Head of PSHE or, in the Pre-Prep and Prep, the Deputy Head Pastoral.

Where external providers or speakers are used, the School ensures that their content and approach are appropriate, consistent with this policy, and aligned with the School's values. External providers are reviewed by the Head of PSHE and a member of the SLT.

10. Special Educational Needs and Disabilities (SEND)

PSHE and RSE lessons and resources are developed in consultation with the Learning Support Departments to ensure that the needs of pupils with SEND are appropriately considered. When creating resources and delivering lessons, particular attention is given to accessibility for all pupils. This includes the use of visual aids, breaking information into manageable segments, and drawing on Form Tutors' and class teachers' personal knowledge of their pupils to accommodate individual learning needs.

In the Pre-Prep and Prep, support and advice can be sought from the Heads of Learning Support, other teaching staff and teaching assistants as necessary. Sessions are delivered within mixed-ability Form or year groups, and appropriate differentiation is considered by teachers when preparing sessions.

11. Specific Issues Statements

- PSHE and RSE at the School will actively promote principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, other than to promote the fundamental British values of individual liberty, mutual respect and tolerance, but pupils will be encouraged to evaluate the moral implications involved.
- Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on sexual matters to individual pupils.
- All teachers at Hampton receive regular safeguarding training and are fully aware of the procedures related to all forms of abuse. Any questions regarding the Safeguarding Policy or its implementation should be directed to the Designated Safeguarding Lead (DSL) or to the relevant Deputy Designated Safeguarding Leads (DDSLs), details of whom are set out in the Safeguarding Policy.

12. Communication and Consultation with Parents

Hampton School is committed to working closely with parents, guardians and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life. Parents are welcome to discuss any concerns with the Head of PSHE, the relevant member of the Biology Department or, in the Pre-Prep and Prep, the Deputy Head Pastoral, by arrangement, including at Parents' Evenings.

Parents are communicated with and consulted before any updates to the policy are made. Their views and feedback are gathered, and decisions whether to act upon them will be taken by staff.

In particular, Third Year parents in the Senior School are communicated with annually prior to delivery of the Third Year RSE course and offered the opportunity to comment and discuss this with the Head of PSHE.

In the Prep, parents of Year 6 pupils are similarly consulted ahead of relevant sessions.

All materials used in RSE lessons are available for parents to view on request with the Head of PSHE or, in the Pre-Prep and Prep, the Deputy Head Pastoral.

13. Parents' Right to Withdraw

13.1 Pre-Prep and Prep (ages 3–11)

- Parents have the right to withdraw their children from the non-statutory components of Relationships Education; this is the aspect taught in the Summer Term of Year 6 following the parental meeting. Parents do not have the right to withdraw their child from Relationships Education or Health Education, as it is important that all children receive this content, covering topics such as friendships, how to stay safe, and physical and mental wellbeing.

- Requests for withdrawal should be put in writing and addressed to the Head of Prep and Pre-Prep. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Prep and Pre-Prep will discuss the request with parents. Alternative work will be given to pupils who are withdrawn from Relationships Education sessions.

13.2 Senior School (ages 11–18)

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should email the Head of PSHE in the first instance should they wish to withdraw their child.
- Parents may withdraw their child from sex education, but not from the relationships aspects of the RSE curriculum, nor from content taught as part of the Science curriculum. In the Senior School, The Headmaster may refuse a request for withdrawal in exceptional circumstances, for example on safeguarding grounds or where a pupil's specific vulnerability makes withdrawal contrary to their interests.
- Before granting a request for withdrawal, it is the practice of the School for the Headmaster to discuss the request with parents, and with the pupil where appropriate. This will include discussion of the benefits of sex education, and the potential detrimental effects of withdrawal, including social and emotional impacts and the likelihood that the pupil will receive information second-hand from peers, which may not be accurate. The School will document this process.
- Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation on such matters could expose them to embarrassment, distress and possible exploitation.
- Where pupils are withdrawn from sex education, the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- All pupils have the right to opt back into sex education from three terms before they turn 16, regardless of any parental withdrawal request. The School will ensure that pupils are aware of this right.

14. Monitoring and Evaluation

RSE is monitored and evaluated by the Head of PSHE in conjunction with Heads of Year. In the Pre-Prep and Prep, monitoring and evaluation is led by the Head of Pre-Prep (IM) and the Deputy Head Pastoral (TH). Oversight of RSE across all phases is provided by the Deputy Head (RTS).

In the Senior School, pupil progress is assessed at least termly. These assessments evaluate pupils' progress, identify misconceptions, and provide helpful data for our pastoral teams. Questions are both multi-choice and open-ended. Misconceptions are followed up by the PSHE department and during subsequent PSHE lessons. Pupil feedback is gathered regularly, and pupil voice is represented through the pupil-led committee. Feedback from parents, staff and pupils is gathered periodically to inform the ongoing development of the programme.

In the Pre-Prep and Prep, no formal assessment is undertaken, in recognition of the fact that personal development and awareness are not linear and will likely change according to the complexities of pupils' developing individual lives. Evidence of learning comes from improved attitude and behaviour in class and around the School; increasing ability to form constructive relationships with one another, teachers and other adults; increasing understanding of the impact the individual makes on others; increasing respect for the differences between people, particularly their feelings, values and beliefs; an increasing ability to show initiative and take responsibility; and demonstrating kindness, integrity, generosity and honesty. Further details are available in the Life Skills policy.

15. Dissemination of the Policy

A copy of this policy is available on the School website. The Governing Body receives a copy of the RSE Policy annually.

16. Review Process

The RSE Policy is reviewed annually, or before, if changes are made to legislation, and in light of the yearly RSE consultation(s) with parents. Considerations include the views of Biology staff, the Head of PSHE, training needs, the efficacy of current resources, outside agencies, and the views of teachers, pupils, parents and Governors. The policy is approved by the Governing Body.

Appendix A – Pre-Prep and Prep RSE Content – Overview

Appendix B – Senior School RSE Content – Overview

Appendix A – Pre-Prep and Prep RSE Content – Overview

This appendix sets out the content pupils should know by the end of primary school (Year 6), mapped against the statutory requirements of the DfE guidance (July 2025), and shows the year group in which each topic is covered in Life Skills lessons.

Key: Y1 (Year 1), Y2 (Year 2), Y3 (Year 3), Y4 (Year 4), Y5 (Year 5), Y6 (Year 6)

Pre-Prep (Reception–Year 2) curriculum mapping is currently under development and will be added at the next review.

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
Relationships Education			
Families and People Who Care for Me	Pupils should know	That families are important for children growing up safe and happy because they can provide love, security and stability.	Y6
		The characteristics of safe and happy family life, such as 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.	Y5 Y6
		That the families of other children, 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.	Y5 Y6
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Y6
		That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y6
		How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y6
Caring Friendships	Pupils should know	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y3 Y4 Y5 Y6
		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Y3 Y4 Y5 Y6

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
		That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Y3 Y4 Y5 Y6
		The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Y3 Y4 Y6
		That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Y3 Y4 Y5 Y6
		How to manage conflict, and that resorting to violence is never right.	Y3 Y4 Y5 Y6
		How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Y3 Y4 Y5 Y6
Respectful, Kind Relationships	Pupils should know	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Y3 Y4 Y5 Y6
		The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Y3 Y4 Y6
		How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Y3 Y4 Y5 Y6
		Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Y3 Y4 Y5 Y6
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Y4 Y5 Y6
		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Y3 Y6
		The conventions of courtesy and manners.	Y3 Y4 Y5 Y6

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
		The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Y3 Y5 Y6
		The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Y3 Y4 Y5 Y6
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Y4 Y5
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Y3 Y4 Y5 Y6
Online Safety and Awareness	Pupils should know	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Y3, Y4 and Y5 (external provider).
		How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Y4 Y6
		That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Y4 Y6
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Y3 Y6
		Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Y3 Y4 Y6
		That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they	Y3 Y4 Y6

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
		feel worried or concerned about something they have seen or engaged with online.	
Being Safe	Pupils should know	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Y3 Y4 Y5 Y6
		The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Y3 Y4 Y6
		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Y3 Y4 Y6
		How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Y3 Y4 Y6
		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Y3 Y4 Y6
		How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Y3 Y4 Y5 Y6
		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Y4 Y5 Y6
Sex Education	Pupils should know	Primary schools should consult parents about the content of anything that will be taught within sex education, including offering parents support in talking to their children about sex education and how to link this with what is being taught in school, as well as advice about parents' right to request withdrawal from sex education. Biological aspects are covered within the Science curriculum: the life process of reproduction in plants and animals; changes as humans develop to old age, including puberty.	Y6
Primary health and wellbeing			
		The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including	Y2 Y3 Y4 Y5

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
General Wellbeing	Pupils should know	the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	
		The importance of promoting general wellbeing and physical health.	Y2 Y3 Y4
		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Y2 Y3 Y4 Y5
		How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Y2 Y3 Y4 Y5
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y2 Y3 Y4
		That isolation and loneliness can affect children, and the benefits of seeking support.	Y3 Y4
		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Y2 Y4 Y5
		That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Y4
		Where and how to seek support (including recognising the triggers for seeking support), including who 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).	Y2 Y3 Y4
		That it is common to experience mental health problems, and early support can help.	Y3 Y4
Wellbeing Online	Pupils should know	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Y4
		Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships	Y4

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
		are unlikely to be a good substitute for high quality in-person relationships.	
		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.	Y4
		How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Y4 Y5 Y6
		Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Y4 Y6
		The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Y4 Y6
		How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Y3 Y5 Y6
		That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Y4 Y5 Y6
		How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Y4
		That they have rights in relation to sharing personal data, privacy and consent.	Y4 Y6
		Where and how to report concerns and get support with issues online.	Y4 Y6
Physical Health and Fitness	Pupils should know	The characteristics and mental and physical benefits of an active lifestyle.	Y2 Y3
		The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	Y2 Y3
		The risks associated with an inactive lifestyle, including obesity.	Y2 Y3
		How and when to seek support including which adults to speak to in school if they are worried about their health.	Y3

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
Healthy Eating	Pupils should know	What constitutes a healthy diet (including understanding calories and other nutritional content).	Y2 Y3
		Understanding the importance of a healthy relationship with food.	Y2 Y3
		The principles of planning and preparing a range of healthy meals.	Y2 Y3 Y4 Y5 Y6
		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).	Y2 Y3
Drugs, Alcohol, Tobacco and Vaping	Pupils should know	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Y3
Health Protection and Prevention	Pupils should know	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y3
		About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Y3
		The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Y2 Y3
		About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Y2 Y3
		About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y2 Y3
		The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Y3 Y5
Personal Safety		About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Y3

Area		What pupils should know by the end of primary school	Year in which this is specifically covered in Life Skills
	Pupils should know	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Y3
Basic First Aid	Pupils should know	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Y3 Y6
		Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Y6
Developing Bodies	Pupils should know	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Y2 Y6
		The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Y2 Y6
		The facts about the menstrual cycle, including physical and emotional changes. Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Y6

Appendix B – Senior School RSE Content – Overview

This appendix sets out the content pupils should know by the end of secondary school, mapped against the statutory requirements of the DfE guidance (July 2025), and shows the year group in which each topic is specifically covered in PSHE.

Key: Y1 (Year 7), Y2 (Year 8), Y3 (Year 9), Y4 (Year 10), Y5 (Year 11), L6th (Lower Sixth), U6th (Upper Sixth)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
Relationships and Sex Education			
Families	Pupils should know	That there are different types of committed, stable relationships.	Y1 Y3 Y5
		How these relationships might contribute to wellbeing and their importance for bringing up children.	Y1 U6th
		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.	Y1
		That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Y1
		That forced marriage and marrying before the age of 18 are illegal.	Y1
		How families and relationships change over time, including through birth, death, separation and new relationships.	Y1
		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.	Y1 U6th
		How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	Y2 Y3 Y4 Y5
Respectful relationships	Pupils should know	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, reconciliations and ending relationships	All

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		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.	Y1 Y2 Y3 Y5
		The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups and skills. Pupils should understand what it means to be treated with respect by others.	Y2 (H&W)
		What tolerance requires, including the importance of tolerance of other people's beliefs.	Y1 (LWW) Y2 (LWW) Y3 Y4 (LWW) Y5 L6th U6th
		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.	Y1 Y3 Y5
		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.	Y1 Y2 Y3 Y4
		Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Y5
		The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	Y2 Y3 Y4 Y5 L6th
		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.	Y1 Y2 (LWW) Y3 Y4 (LWW)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		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.	L6th U6th
		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.	Y4 Y5 L6th
		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.	Y4 (DW) L6th (DW)
Online safety and awareness	Pupils should know	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	All
		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.	All
		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 by 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 idealized profiles of themselves online.	Y2 (DW) Y3 (DW)
		Not to provide material to others that they would not want to be distributed further and not to share 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.	Y2 Y3 L6th U6th

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		The keeping or forwarding of indecent or sexual images of someone under the age of 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the 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.	Y3 Y4 Sixth Form
		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.	Y4 L6th
		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.	Y3 (DW & RSE) Y4
		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 normalize or glamorise behaviours which are unhealthy and wrong.	All
		That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Y2 (LWW, DW)
		How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	Y1 (LWW) Y3 (RSE) Y4 L6th
		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.	Y3 Y4 Y5
		How information and data is generated, collected, shared and used online.	Y2 (DW) Y4 (DW)
		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).	Y2 (DW) U6th (DW)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		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.	Y4 (DW) L6th (DW)
		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.	Y2 (DW) Y3 (DW) Y4 (DW) L6th (DW)
Being safe	Pupils should know	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.	Y2 Y3 Y5 L6th
		That there is 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.	Y3 Y5
		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.	Y3 Y5 L6th (H&W)
		How to increase their personal safety in public spaces, including when socializing with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.	Y2 (LWW) Y3 (RSE) Y4 (LWW)
		What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasizing that it is never the fault of the person experiencing it.	Y3 L6th
		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.	Y3 U6th (DW)
		The concepts and laws relating to sexual violence, including rape and sexual assault.	Y3 Y4

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		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.	Y3 Y4
		The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Y3 Y4
		That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Y5
		The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Y4 L6th
		The concepts and laws relating to forced marriage.	Y1
		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 IK or abroad, or to fail to protect a person under 16 for whom they are responsible.	Y4 (Life Skills)
		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.	L6th
		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.	Y3 Y4 Y5 L6th
		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.	Y3 Y4
Intimate and sexual relationships, including sexual health	Pupils should know	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Y3 Y4 Y5 L6th
		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.	Y3 Y5 L6th

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		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.	Y3 Y5 L6th
		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.	Y3 Y5 L6th
		That some sexual behaviours can be harmful.	Y3 Y4 Y5 L6th
		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.	Y2 (Bio) Y3 L6th U6th
		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.	Y3 U6th
		How the different sexually transmitted infections (STIs), including HIV 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.	Y2 (Bio) Y3 L6th
		The prevalence of some STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Y3 L6th (CE)
		How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Y3 Y5 (H&W) L6th
		How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Y3 Y5 L6th (CE) U6th (CE)
		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.	Y2 (DW) Y3 L6th
Physical health and mental wellbeing			

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
Mental wellbeing	Pupils should know	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	All (LWW, H&W, RSE)
		The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Y1 (LWW) Y2 (H&W) Y3 (LWW & H&W) Y4 (HW&W, HC) Y5 (H&W) L6th (H&W) U6th (H&W)
		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.	Y2 (H&W) Y3 (LWW) Y4
		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.	Y3 (LWW) Y4 (H&W) L6th (LWW)
		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.	Y4 (H&W) L6th (LWW)
		How to critically evaluate which activities will contribute to their overall wellbeing.	Y1 (DW) Y2 (H&W) Y4 (H&W) Y5 (H&W) L6th (H&W)
		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.	Y1 (H&W) Y3 (C) Y5 (H&W)
		That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	Y1 (DW) Y4 (H&W) L6th (H&W, LWW)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	Y2 (H&W) Y4 (H&W) Y5 (H&W) U6th (H&W)
Wellbeing online	Pupils should know	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.	Y1 (DW) Y2 (DW) Y3 & U6th (LWW) Y4 (H&W)
		The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Y1 (DW) Y2 (H&W) Y3 (DW) Y4 (H&W) L6th (H&W)
		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.	Y1 (DW) Y2 (DW) Y3 (DW) Y4 (DW)
		The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Y1 (DW) Y4 (H&W) L6th (H&W)
		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.	Y2 (DW) Y3 (DW) U6th (DW)
		The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Y4 (H&W)
		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.	Y1 (DW)
Physical health and fitness	Pupils should know	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.	Y2 (H&W) Y4 (H&W, Bio)
		Factual information about the prevalence and characteristics of more serious health conditions.	L6th (H&W)
		That physical activity can promote wellbeing and combat stress.	Y4 (H&W) L6th (H&W)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		The science relating to blood, organ and stem cell donation.	Y5 (Bio) L6th (H&W)
Healthy eating	Pupils should know	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain and cardiovascular disease.	Y2 (H&W) Y4 (H&W) L6th (H&W)
		The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Y2 (H&W) Y3 (Bio) Y4 (Bio)
		The impacts of alcohol on diet and unhealthy weight gain.	L6th (H&W)
Drugs, alcohol, tobacco and vaping	Pupils should know	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	Y3 (H&W) Y4 (H&W) Y5 (H&W) U6th (H&W)
		The law relating to the supply and possession of illegal substances.	Y4 (H&W) Y5 (H&W) U6th (H&W)
		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.	Y2 (H&W) Y4 (H&W) Y4 (LWW) U6th (LWW)
		The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Y2 (H&W) L6th (CE) U6th (H&W)
		The dangers of the misuse of prescribed and over-the-counter medicines.	Y4 (H&W)
		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.	Y2 (H&W) Y4 (Bio)
		The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Y3 (H&W)
Health protection and prevention,	Pupils should know	Personal hygiene, germs and how they spread, including bacteria, viruses, treatment and prevention of infection, and about antibiotics.	Y2 (Bio) Y2 (H&W) L6th (H&W)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
and understanding the healthcare system		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.	Y2 (H&W)
		How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	L6th (H&W)
		The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Y2 (H&W) L6th (H&W)
		The facts and scientific evidence relating to vaccination, immunisation should be aligned with when vaccinations are offered to pupils.	Y4 (Bio)
		The importance of sufficient good quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Y2 (H&W) Y4 (H&W) L6th (H&W)
		The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	Y4 (Bio) U6th (RSE)
		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.	Y3 (RSE) L6th (H&W)
		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.	L6th (LWW)
Personal safety	Pupils should know	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).	Y2 (LWW) Y3 (LWW) Y4 (LWW) Y5 (H&W) U6th (H&W)
		How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Y3 (H&W) Y5 (H&W) U6th (H&W)

Area		What pupils should know by the end of secondary school	Year in which this is specifically covered in PSHE
		How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict or 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.	Y2 (LWW) Y4 & U6th (LWW)
		Which trusted adults they can talk to if they are worried about violence and/or knife crime.	Y4 (DW) Y4 (H&W)
		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. 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).	Y2 (LWW) Y4 (H&W)
		The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Y4 (DW) L6th (DW)
Basic first aid	Pupils should know	Basic treatment for common injuries and ailments.	Y5 (H&W)
		Life-saving skills, including how to administer CPR.	Y5 (H&W)
		The purpose of defibrillators, when one might be needed, and who can use them.	Y5 (H&W)
Developing bodies	Pupils should know	The main changes which take place in males and females, and the implications for emotional and physical health.	Y1
		The facts about puberty, the changing adolescent body and including brain development.	Y1 Y5 (H&W)
		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.	Y1 Y2 (Bio) Y4 (Bio)
		The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Y2 (Bio) U6th