

Life Studies Syllabus 2026-2027

This document is a copy of the syllabus for Life Studies at Woodbridge High School for the academic year 2026-2027.

For each year group there is a list of lesson themes with references to the appropriate sections of the Relationships, Sex and Health Education (RSHE) Curriculum produced by the Department for Education (DfE) that will be covered or partially covered by each lesson.

The DfE RSHE Curriculum sections and individual points are included at the end for reference. Please note that this is the "Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026)" that was released by the Department for Education in July 2025, and that a number of sections and points have changed since the previous guidance. The full text is available from: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Any lesson that covers points within the Sex Education section of the DfE RSHE Curriculum is highlighted in pink (light grey if printed in black and white).

The Curriculum Link column shows which part of the London Borough of Redbridge (LBR) RSHE syllabus the lesson links to. As Life Studies also contains some elements of Careers Education, Citizenship, and KS4 ICT, this is also referenced in this column.

The final column shows any further links within Woodbridge High School that are relevant for that lesson.

Should there be lessons lost due to school closures (e.g., bank holidays) or mock exams (for Y10 and Y11) then the lesson order may need to be changed and some lessons may be merged, however the content will stay the same.

YEAR 7

Term / Lesson	Lesson Themes	RSHE Curriculum Points	Curriculum Link	WHS link to:
Intro Lesson	Woodbridge Way - Kindness, Inclusion, Respect and Excellence	R2.2, R2.4, R2.5	Character Programme	Woodbridge Way / School Ethos
T1 L1	Friendships & respect	R2.1, R2.2, R2.4, R2.7, H7.3	LBR7	Anti-Bullying Charter
T1 L2	Bullying incl. Cyberbullying	R2.5, R2.6, R2.10, R3.10, H2.3, H7.3	LBR7	Anti-Bullying Charter
T1 L3	Discrimination & stereotyping (incl. hate crime laws and civil liberties)	R2.2, R2.9, L9, L15	LBR7 & KS3 Cit	Equality Manifesto
T1 L4	Different families & parenting	R1.1, R1.2, R1.6, R1.7	LBR7	Family support team
T1 L5	Body Autonomy & how to report abuse/neglect/inappropriate behaviour	R1.6, R2.3, R4.9, R4.11, R4.16, H7.6	LBR7	Support teams
T1 L6	Online Safety (digital footprint)	R3.1, R3.2, R3.3, R3.4, R3.5, R3.6, R3.7, R3.8, R3.9, R3.11, R3.12, R3.13, R3.14, H2.1, H7.2, L5	LBR7 & KS3 IT	Support teams
T1 L7	Online Safety (unrealistic expectations & AI)	R2.3, R3.1, R3.3, R3.6, R3.8, R3.12, R3.13, R3.14, R3.15, H2.2, H2.5, L5, L6	LBR7 & KS3 IT	Support teams
T2 L1	Critical Questioning (how can you trust info is reliable)	R4.3, R4.4	LBR7 & KS3 Cit	Support teams
T2 L2	Rule of law (incl. police) & the UK Justice system	R4.4, H7.4, L16	LBR7 & KS3 Cit	Support teams
T2 L3	Law on Drugs & Criminal Exploitation	H5.1, H5.2, L14	LBR7	Support teams
T2 L4	Gangs & Knife Crime	H7.5, L12	LBR7	Support teams
T2 L5	Radicalisation & Extremism	H7.6, L4, L13	LBR7	Support teams
T3 L1 (overlaps)	Healthy lifestyle (incl. sleep & healthy eating)	H1.2, H3.1, H3.3, H4.1, H4.2, H6.6	LBR7	Food Technology curriculum
T3 L2	Puberty & Menstruation	H9.1, H9.2, H9.3	LBR7	KS3 Science curriculum
T3 L3	Happiness, wellbeing & mental health	R2.3, H1.1, H1.2, H1.3, H1.4, H1.6, H1.7	LBR7	Mental health awareness week
T3 L4	Basic First Aid	H6.3, H6.4, H6.8, H8.1	LBR7	
T3 L5	Diversity and the Law	R2.2, R2.4, R2.9, L9, L15	LBR7	Equality Manifesto
T3 L6	Thinking About Careers	R2.3	Careers	Careers
T3 L7	Community & volunteering	R2.2, R2.3	KS3 Cit & Careers	Beyond Excellence Team & Extra Curricular Activities
Bonus	Homelessness	R2.2, R2.4	KS3 Cit	

YEAR 8

Term / Lesson	Lesson Themes	RSHE Curriculum Points	Curriculum Link	WHS link to:
T1 L1	Relationships (Privacy & Personal boundaries (incl. age of consent); Own values in relationships)	R1.1, R1.2, R2.1, R2.2, R2.5, R2.6, R2.7, R2.8, R4.1, R4.2, H7.3, L2	LBR8	Support teams
T1 L2	Recognising unhealthy relationships (incl. abuse)	R1.8, R2.3, R2.10, R4.2, R4.4, R4.9, R4.10, R4.16	LBR8	Support teams
T1 L3	Marriage & the law & forced marriage	R1.1, R1.2, R1.3, R1.4, R1.5, R1.6, R4.12, L1	LBR8	
T1 L4	How media (& social media) influences relationships & Violence Against Women and Girls	R2.5, R4.5, R4.6, R4.8	LBR8	Support teams
T1 L5	Online safety (sexting, inappropriate content, sharing personal data)	R3.1, R3.2, R3.4, R3.5, R3.6, R3.7, R3.8, R3.9, R3.10, R3.12, R3.13, R3.14, H2.1, H2.2, H2.3, L5, L6	LBR8	Support teams
T1 L6	Trustworthy Sources (including AI)	R3.3, R3.7, R3.9, R3.10, R3.12, R3.13, R3.14, R3.15, R4.3, H2.5, H7.4	LBR8	Support teams
T1 L7	Impact of alcohol & drugs (incl. vaping)	H1.9, H4.3, H5.1, H5.2, H5.3, H5.4, H5.5, H5.6, H5.7, H7.2, L10	LBR8	Y8 Science curriculum
T2 L1	Radicalisation, extremism & grooming for criminal exploitation	R4.4, R4.11, H2.6, H7.4, H7.6, L12, L13, L14	LBR8	Support teams
T2 L2	Rights and Respect	R2.2, R2.4, R2.5, L9, L15	LBR8	Equality Manifesto
T2 L3	Tackling Discrimination	R2.2, R2.4, R2.5, R2.6, R2.9, L9, L15	LBR8	Equality Manifesto
T2 L4	Career skills		Careers	Careers
T2 L5	Early guided choices		Careers	Y8 Guided Choices
T3 L1 (overlaps)	Healthy lifestyle (incl. personal & oral hygiene)	H6.1, H6.2, H6.4	LBR8	KS3 Science curriculum
T3 L2	Healthy lifestyle (gynaecological issues, puberty, vaccinations)	H6.5, H9.1, H9.2, H9.3	LBR8	KS3 Science curriculum
T3 L3	Mental Health & Wellbeing (incl. anxiety and depression)	R2.2, R2.3, H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.7	LBR8	Mental Health Awareness Week
T3 L4	Empathy & Dealing with loss	R2.2, R2.3, H1.1, H1.3, H1.4, H1.7	LBR8	Support teams
T3 L5	1st Aid - Lifesaving skills (incl. CPR)	H6.3, H8.1, H8.2, H8.3	LBR8 & LBR10	
T3 L6	Politics and Democracy - how it works in the UK	R2.4	KS3 Cit	
T3 L7	Refugees	R2.2, R2.4, R2.5, R2.9	KS3 Cit	
Bonus	Banking		KS3 Cit	Numeracy

YEAR 9

Term / Lesson	Lesson Themes	RSHE Curriculum Points	Curriculum Link	WHS link to:
T1 L1	Respectful relationships vs bullying & peer pressure	R1.1, R1.2, R2.1, R2.3, R2.4 R2.5, R2.6, R2.7, R4.2, H7.2, H7.3	LBR9	Anti bullying charter
T1 L2	Online safety (incl. sexting, revenge porn) and how to report issues	R3.1, R3.2, R3.3, R3.4, R3.5, R3.6, R3.7, R3.8, R3.9, R3.10, R3.11, R4.14, H2.1, H2.2, H2.3, L5, L6	LBR9	Support teams
T1 L3	Grooming & Exploitation - child sexual exploitation, child criminal exploitation and gangs	R4.11, H7.4, H7.6, L13, L14	LBR9	Support teams
T1 L7	Drugs, Legal highs & Vaping	H1.9, H5.1, H5.2, H5.6, H5.7, L10	LBR9	Support teams
T1 L4	Addiction (incl gambling and alcohol)	H1.8, H1.9, H2.4, H4.3, H5.3, H5.4, H5.5, L10, L11	LBR9	Support teams
T1 L5	Career choices		Careers	Careers / Y9 Guided Choices
T1 L6	GCSE Guided Choices		Careers	Y9 Guided Choices
T2 L1	Different intimate relationships & the factors that influence them	SE1, R1.1, R1.2, R1.6, R2.1, R2.8, R2.10, R4.1, R4.2, R4.3, R4.4	LBR9	
T2 L2	Consent & readiness vs harmful & unsafe relationships	SE2, SE3, SE10, SE11, SE12, R1.1, R1.8, R2.8, R2.10, L2	LBR9	Support teams
T2 L3	Contraception & reproductive health	SE3, SE6, SE11, SE12, H6.8, H6.9	LBR9	Science curriculum
T2 L4	Sexually Transmitted Infections	SE4, SE8, SE9, SE11, SE12, H6.8, H6.9	LBR9	Science curriculum
T2 L5	Sexual harassment vs sexual assault & rape (incl. long term affects)	R1.8, R2.8, R2.12, R4.3, R4.5, R4.6, R4.7, R4.8, R4.9, R4.10, R4.16, L3, L4	LBR9	Support teams
T3 L1 (overlaps)	Domestic abuse/violence & where to get help	R1.8, H7.4, L3, L4	LBR9	Support teams
T3 L2	The law regarding FGM, virginity testing & hymenoplasty	R4.13, L3	LBR9	Support teams
T3 L3	Mental Health	R2.2, R2.3. H1.1, H1.2, H1.3, H1.4, H1.5, H3.3	LBR9	Mental Health Awareness Week
T3 L4	Neurodiversity	R2.2, 2.3	LBR9	Support teams
T3 L5	NHS & Health	H3.1, H3.2, H6.1, H6.3, H6.4, H6.8, H6.9, H8.1, L17	LBR9	
T3 L6	Medical Decisions: Blood, Organ & Stem Cell donation	H3.2, H3.4	LBR9	Science curriculum
T3 L7	Stereotypes & the Equality Act; Equality vs Equity	R2.2, R2.4, R2.9, L9, L15	LBR9	Equality Manifesto
Bonus	Parliament & Democracy in the UK (incl. voting & elections)	R2.2, R2.4	KS3 Cit	

YEAR 10

Term / Lesson	Lesson Themes	RSHE Curriculum Points	Curriculum Link	WHS link to:
T1 L1	Positive relationship values and expectations	SE1, SE4, SE5, R1.1, R2.1, R2.3, R2.5, R2.12, R4.2	LBR10	
T1 L2	Consent & peer pressure (incl. role of alcohol & drugs) + Sexual safety in intimate relationships	SE2, SE3, SE4, SE5, SE10, SE11, SE12, R1.8, R2.1, R2.5, R2.7, R2.8, R2.10, R4.1, R4.3, R4.4, R4.5, R4.7, R4.14, R4.16, H7.2, L2, L3, L4	LBR10	Support teams
T1 L3	Sexual health clinics and how to access help (incl. if people have had FGM)	SE6, SE8, SE9, SE11, SE12, H6.8	LBR10	Support teams
T1 L4	Teen pregnancy & young parenthood; fostering, adoption, abortion	SE7, SE12, H6.7, H9.4, L8	LBR10	Support teams
T1 L5	Pornography & unrealistic expectations (incl. law on child pornography)	R2.11, R2.12, R3.8, R3.11, R4.14, R4.15, R4.16, L7	LBR10	Support teams
T1 L6	Online safety (cyberbullying & online sexual harassment; grooming)	R2.1, R2.6, R3.1, R3.2, R3.3, R3.4, R3.5, R3.6, R3.7, R3.8, R3.10, R4.6, R4.8, R4.10, H2.2, H2.3, L5, L6	LBR10	Anti bullying charter
T1 L7	Legal Drugs & Addiction	H1.8, H1.9, H2.4, H5.1, H5.2, H5.3, H5.4, H5.5, H5.6, H5.7, L10, L11	LBR10	Science curriculum; Support Teams
T2 L1	Laws - how they are made, how they are enforced	H7.4, L16	KS4 Cit	Safer Schools Officer
T2 L2	Gangs, Exploitation & Knife Crime	H2.6, H7.4, H7.5, H7.6, L12	LBR10	Support teams
T2 L3	Radicalisation	R4.11, L13, L14	LBR10	Support teams
T2 L4	NHS Sevices	H6.3, H6.8, H6.9, L17	LBR10	
T2 L5	Regular health checks & self examination	H6.4, H9.3	LBR10	Science curriculum
T3 L1	Mental health, mindset & wellbeing	R2.2, R2.3, H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.7, H3.3	LBR10	Mental health awareness week
T3 L2	Environment - Climate Change and Sustainability, Climate Anxiety	R2.2	KS4 Cit	Environmental Policy
T3 L3	Careers: Writing CVs & covering letters		Careers & KS4 ICT	Careers Week
T3 L4	Interview Skills	R2.2, R2.3	KS4 Cit & KS4 ICT & Careers	Careers Week
T3 L5	Gaining employment skills		KS4 Cit & KS4 ICT & Careers	Careers Week
T3 L6	Diversity and Intersectionality	R2.2, R2.4, R2.9, L9, L15	LBR 10 & KS4 Cit	Equality Manifesto
T3 L7	Using spreadsheets for budgeting		KS4 Cit & KS4 ICT & Careers	

YEAR 11

Term / Lesson	Lesson Themes	RSHE Curriculum Points	Curriculum Link	WHS link to:
T1 L1	Careers: Exploring Post-16 & 6th Form Options 1		Careers	6th Form Applications
T1 L2	Careers: Exploring Post-16 & 6th Form Options 2		Careers	6th Form Applications
T1 L3	Mental health & well being - pre mocks	R2.3, H1.1, H1.2, H1.3, H1.4, H1.6, H1.7, H2.1, H3.3, H6.6	LBR11	Wellbeing team
T1 L4	Impact of illegal acts on those involved; Gangs	H2.6, H7.2, H7.4, H7.5, H7.6, L12, L14, L16	LBR11	Support teams
T1 L5	Health & the NHS	H6.3, H6.4, H6.5, H6.8, H6.9, H8.1, H9.3, L17	LBR11	
T1 L6	Relationships (reminder of marriage laws etc)	R1.1, R1.2, R1.3, R1.4, R1.5, R1.6, R1.7, R2.1, R2.5, R2.7, R4.1, R4.2, R4.12, L1	LBR11	Support teams
T2 L1	Sexual Safety (Consent, Contraception & STIs)	SE1, SE2, SE3, SE4, SE6, SE8, SE9, SE10, SE11, SE12, R2.1, R2.8, L2	LBR11	Science curriculum
T2 L2	Abusive relationships / behaviours & how to get help	SE1, SE5, SE10, SE11, SE12, R1.8, R2.1, R2.10, R2.11, R2.12, R3.5, R3.6, R3.11, R4.5, R4.6, R4.7, R4.8, R4.9, R4.10, R4.11, R4.14, R4.15, R4.16, L3, L4, L7	LBR11	Support teams
T2 L3	Fertility challenges & the impact on mental health	H6.7, H9.4	LBR11	Science curriculum
T2 L4	Money & Budgeting		KS4 Cit & Careers	
T2 L5	Bullying beyond school (e.g., workplace) & how to get help; Hate crimes & the Equality Act	R2.2, R2.4, R2.5, R2.6, R2.9, R4.4, H2.3, H7.1, L9, L15	LBR11 & Careers	Equality Manifesto
T3 L1	Drugs, Alcohol & Legal highs	H1.9, H5.1, H5.2, H5.3, H5.4, H5.5, H5.6, H5.7, H8.2, L10	LBR11	Support teams
T3 L2	Mental health & well being - pre exams	R2.3, H1.1, H1.2, H1.3, H1.4, H1.6, H1.7, H2.1, H3.3, H6.6	LBR11	Wellbeing team

GCSE EXAMS

Relationships, Sex and Health Education Curriculum (2025) Sections and Points

Relationships Education			Y7	Y8	Y9	Y10	Y11
Families	Students should know:						
	R1.1	That there are different types of committed, stable relationships.	Y	Y	Y	Y	Y
	R1.2	How these relationships might contribute to wellbeing, and their importance for bringing up children.	Y	Y	Y		Y
	R1.3	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.		Y			Y
	R1.4	That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.		Y			Y
	R1.5	That forced marriage and marrying before the age of 18 are illegal.		Y			Y
	R1.6	How families and relationships change over time, including through birth, death, separation and new relationships.	Y	Y	Y		Y
	R1.7	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.	Y				Y
	R1.8	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.		Y	Y	Y	Y
Respectful relationships	Students should know:						
	R2.1	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.	Y	Y	Y	Y	Y
	R2.2	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.	Y	Y	Y	Y	Y
	R2.3	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.	Y	Y	Y	Y	Y
	R2.4	What tolerance requires, including the importance of tolerance of other people's beliefs.	Y	Y	Y	Y	Y
	R2.5	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.	Y	Y	Y	Y	Y
	R2.6	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.	Y	Y	Y	Y	Y
	R2.7	Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Y	Y	Y	Y	Y
	R2.8	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.		Y	Y	Y	Y
	R2.9	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.	Y	Y	Y	Y	Y
	R2.10	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.	Y	Y	Y	Y	Y
	R2.11	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.				Y	Y
	R2.12	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.			Y	Y	Y
Online safety and awareness	Students should know:						
	R3.1	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y	Y	Y	Y	
	R3.2	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.	Y	Y	Y	Y	
	R3.3	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.	Y	Y	Y	Y	
	R3.4	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.	Y	Y	Y	Y	

	R3.5	That keeping or forwarding indecent or sexual images of someone under 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.	Y	Y	Y	Y	Y
	R3.6	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.	Y	Y	Y	Y	Y
	R3.7	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.	Y	Y	Y	Y	
	R3.8	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.	Y	Y	Y	Y	
	R3.9	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Y	Y	Y		
	R3.10	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.	Y	Y	Y	Y	
	R3.11	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.	Y		Y	Y	Y
	R3.12	How information and data is generated, collected, shared and used online.	Y	Y			
	R3.13	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).	Y	Y			
	R3.14	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.	Y	Y			
	R3.15	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.	Y	Y			
Being Safe	Students should know:						
	R4.1	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.		Y	Y	Y	Y
	R4.2	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.		Y	Y	Y	Y
	R4.3	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.	Y	Y	Y	Y	
	R4.4	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 something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	Y	Y	Y	Y	Y
	R4.5	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.		Y	Y	Y	Y
	R4.6	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.		Y	Y	Y	Y
	R4.7	The concepts and laws relating to sexual violence, including rape and sexual assault.			Y	Y	Y
	R4.8	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.		Y	Y	Y	Y
	R4.9	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Y	Y	Y		Y
	R4.10	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.		Y	Y	Y	Y
	R4.11	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Y	Y	Y	Y	Y
	R4.12	The concepts and laws relating to forced marriage.		Y			Y
	R4.13	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.			Y		
	R4.14	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.			Y	Y	Y
	R4.15	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.				Y	Y
	R4.16	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.	Y	Y	Y	Y	Y

Sex Education		Y7	Y8	Y9	Y10	Y11	
Intimate and sexual relationships, including sexual health	Students should know:						
	SE1	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.			Y	Y	Y
	SE2	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.			Y	Y	Y
	SE3	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.			Y	Y	Y
	SE4	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.			Y	Y	Y
	SE5	That some sexual behaviours can be harmful.				Y	Y
	SE6	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.			Y	Y	Y
	SE7	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.				Y	
	SE8	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			Y	Y	Y
	SE9	The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.			Y	Y	Y
	SE10	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.			Y	Y	Y
	SE11	How and where to seek support for concerns around sexual relationships including sexual violence or harms.			Y	Y	Y
	SE12	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.			Y	Y	Y

Health and Wellbeing		Y7	Y8	Y9	Y10	Y11					
Mental wellbeing	Students should know:										
	H1.1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.					Y	Y	Y	Y	Y
	H1.2	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.					Y	Y	Y	Y	Y
	H1.3	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.					Y	Y	Y	Y	Y
	H1.4	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.					Y	Y	Y	Y	Y
	H1.5	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.						Y	Y	Y	
	H1.6	How to critically evaluate which activities will contribute to their overall wellbeing.					Y	Y		Y	Y
	H1.7	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.					Y	Y		Y	Y
	H1.8	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.							Y	Y	
	H1.9	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						Y	Y	Y	Y

Wellbeing online	Students should know:					
	H2.1	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.	Y	Y	Y	Y
	H2.2	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.	Y	Y	Y	Y
	H2.3	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.	Y	Y	Y	Y
	H2.4	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.			Y	Y
	H2.5	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.	Y	Y		
	H2.6	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.		Y		Y
	H2.7	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.		Y		Y
Physical health and fitness	Students should know:					
	H3.1	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.	Y		Y	
	H3.2	Factual information about the prevalence and characteristics of more serious health conditions.			Y	
	H3.3	That physical activity can promote wellbeing and combat stress.	Y		Y	Y
	H3.4	The science relating to blood, organ and stem cell donation.			Y	
Healthy eating	Students should know:					
	H4.1	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Y			
	H4.2	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Y			
	H4.3	The impacts of alcohol on diet and unhealthy weight gain.		Y	Y	
Drugs, alcohol, tobacco and vaping	Students should know:					
	H5.1	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.	Y	Y	Y	Y
	H5.2	The law relating to the supply and possession of illegal substances.	Y	Y	Y	Y
	H5.3	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.		Y	Y	Y
	H5.4	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.		Y	Y	Y
	H5.5	The dangers of the misuse of prescribed and over-the-counter medicines.		Y	Y	Y
	H5.6	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.		Y	Y	Y
	H5.7	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.		Y	Y	Y
Health protection and prevention, and understanding the healthcare system	Students should know:					
	H6.1	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.		Y	Y	
	H6.2	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.		Y		
	H6.3	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Y	Y	Y	Y
	H6.4	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Y	Y	Y	Y
	H6.5	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.		Y		Y
	H6.6	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.	Y			Y
	H6.7	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.			Y	Y
	H6.8	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.	Y		Y	Y
	H6.9	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.			Y	Y

Personal safety	Students should know:				
	H7.1	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).			Y
	H7.2	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Y	Y	Y
	H7.3	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.	Y	Y	
	H7.4	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Y	Y	Y
	H7.5	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).	Y		Y
Basic first aid	H7.6	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Y	Y	Y
	Students should know:				
	H8.1	Basic treatment for common injuries and ailments.	Y	Y	Y
	H8.2	Life-saving skills, including how to administer CPR.		Y	Y
Developing bodies	H8.3	The purpose of defibrillators, when one might be needed and who can use them.		Y	
	Students should know:				
	H9.1	The main changes which take place in males and females, and the implications for emotional and physical health.	Y	Y	
	H9.2	The facts about puberty, the changing adolescent body, including brain development.	Y	Y	
	H9.3	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.	Y	Y	Y
	H9.4	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.			Y

Teaching about the Law			Y7	Y8	Y9	Y10	Y11
Law	Students should know:						
	L1	marriage, including forced marriage and civil partnerships		Y			Y
	L2	consent, including the age of consent		Y	Y	Y	Y
	L3	domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty			Y	Y	Y
	L4	sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour	Y		Y	Y	Y
	L5	the Online Safety Act	Y	Y	Y	Y	
	L6	online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion	Y	Y	Y	Y	
	L7	pornography				Y	Y
	L8	abortion				Y	
	L9	protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	Y	Y	Y	Y	Y
	L10	alcohol, smoking, vaping and nicotine products and illicit drug use		Y	Y	Y	Y
	L11	gambling			Y	Y	
	L12	carrying knives and weapons	Y	Y		Y	Y
	L13	extremism/radicalisation	Y	Y	Y	Y	
	L14	grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running	Y	Y	Y	Y	Y
	L15	hate crime	Y	Y	Y	Y	Y
	L16	the age of criminal responsibility	Y			Y	Y
	L17	medical consent, Gillick competence and parental responsibility			Y	Y	Y