



UTC Plymouth

RELATIONSHIPS & SEX EDUCATION POLICY

Approved Date	04/09/2026
Adopted by Governing Body	04/09/2026
Date of Issue	September 2026
Review Date	September 2027

1. Introduction

At UTC Plymouth, the wellbeing, safety and personal development of all students is a key priority. RSE plays a central role in supporting students to develop the knowledge, skills and understanding needed to lead safe, healthy and independent lives.

RSE is delivered as part of the school's wider PSHE education curriculum and contributes to a whole-school approach to safeguarding, behaviour, inclusion and student wellbeing. Through RSE, students are supported to develop respectful relationships, understand their responsibilities as members of society, and navigate the challenges of growing up in an increasingly complex and digital world.

The school recognises that young people are growing up in a context where they are exposed to a wide range of influences, including online content, social media, and peer pressures. As such, RSE provides students with the knowledge and skills to assess risk, make informed decisions, and seek help when needed.

From September 2026, UTC Plymouth will fully implement the updated statutory guidance for Relationships, Sex and Health Education issued by the Department for Education (DfE, July 2025). This includes strengthened expectations around:

- online safety, including exposure to harmful content and misinformation
- understanding consent and the law
- mental health and emotional wellbeing
- recognising and responding to harmful behaviours, including sexual harassment and exploitation

RSE at UTC Plymouth is inclusive and accessible to all students, including those with SEND. Teaching is delivered in a way that is age-appropriate, evidence-informed and sensitive to the needs, backgrounds and experiences of all learners.

The school is committed to maintaining openness and transparency with parents and carers in relation to RSE. Parents are proactively informed about the content of the curriculum and the importance of RSE in supporting students' wellbeing and safety.

The RSE programme is led by Milly Fisher, PSHE Lead, and overseen by a member of our Senior Leadership Team, Justine Hardie. All staff involved in the delivery of RSE receive appropriate training and support to ensure that the curriculum is delivered confidently, safely and effectively.

2. Aims

The aims of RSE at UTC Plymouth is to support pupils to develop the knowledge, skills and attributes needed to live safe, healthy and fulfilling lives.

2.1 Our RSE provision aims to:

- Provide pupils with accurate, age-appropriate knowledge about relationships, health and wellbeing
- Equip pupils with the skills to build and maintain healthy, respectful relationships
- Support pupils to understand consent, personal boundaries and the law
- Promote mental and physical wellbeing, including strategies for managing emotions and seeking support
- Develop pupils' confidence, self-respect and empathy for others
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Promote equality, respect and inclusion, and challenge discrimination and harmful behaviours
- Support pupils to recognise risk, stay safe (including online), and know how to access help

RSE contributes to the school's safeguarding responsibilities and forms part of a whole-school approach to personal development, behaviour and wellbeing.

3. Definition of Relationships and Sex Education (RSE)

RSE is part of the school's PSHE education curriculum. It contributes to the development of pupils' knowledge, skills and understanding needed to lead healthy, safe and independent lives.

3.1 Relationships education focuses on teaching pupils about:

- healthy, respectful relationships, including friendships and family relationships
- respect, empathy and equality
- online relationships and staying safe
- recognising unhealthy or unsafe relationships and how to seek support

3.2 Sex education builds on this by teaching pupils about:

- intimate and sexual relationships
- sexual health, including contraception and sexually transmitted infections (STIs)
- the law relating to consent, exploitation and abuse
- reproduction and the impact of choices on physical and emotional health

RSE is delivered in an age-appropriate and inclusive way, ensuring that all pupils, including those with special educational needs and disabilities (SEND), can access and engage with the curriculum.

4. Statutory Guidance

This policy has been developed in accordance with statutory guidance from the Department for Education (DfE), including:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2025), for implementation from September 2026
- *Keeping Children Safe in Education* (DfE, 2025)

RSE is statutory in all secondary schools under the Children and Social Work Act 2017. The school also has regard to relevant legislation including:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Public Sector Equality Duty

RSE education also interlinks with other statutory requirement policies, including:

- Behaviour Policy and Relational Principles Policy
- Careers Education Information Advice and Guidance Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Equal Opportunities Policy
- Drugs Policy
- Anti Bullying Policy

This policy ensures that the school's RSE provision is compliant with current legal requirements and reflects updated expectations for safeguarding, equality, and student wellbeing.

5. Curriculum

5.1 Curriculum Overview

The RSE curriculum at UTC Plymouth is delivered as part of the school's PSHE programme and follows a planned, sequential approach from Key Stage 3 to Key Stage 4. The curriculum is designed to build knowledge over time, enabling students to revisit key themes in increasing depth and complexity. The curriculum is delivered through two main threads of learning, being

statutory RSE and Economic Wellbeing and Careers, ensuring a balanced and comprehensive programme. For years 7-10, each year will receive five terms of statutory RSHE and one term of Economic Wellbeing and Careers education. Year 11 will receive five terms of Statutory RSE.

The school utilises the PSHE Association Programme of Study to inform curriculum design, ensuring that content is age-appropriate, evidence-based and aligned with national best practice. Teaching and learning are supported by high-quality resources and guidance developed by reputable organisations, including the Department for Education, the Home Office, NSPCC, Barnardo's, and the police.

5.2 Core Areas of Learning

The curriculum covers the following core areas:

- Families and relationships, including different types of relationships and respect for others
- Respectful relationships, including friendships, consent, equality and boundaries
- Online safety and media, including digital relationships, online behaviours and managing risk
- Personal safety, including recognising abuse, exploitation and harmful behaviours
- Intimate and sexual relationships, including sexual health and wellbeing
- Living in the wider world, including financial decision-making, careers awareness, and managing risk in relation to money and online activity

5.3 Key Content (2026)

RSE at UTC Plymouth reflects the updated statutory guidance for 2026 and includes teaching on:

- consent and the law, including recognising coercion and exploitation
- online harms, including pornography, sextortion, and exposure to harmful or misleading content
- the impact of social media, including online misogyny and harmful peer influence
- mental health and emotional wellbeing, including recognising when and how to seek help
- sexual health, including contraception, sexually transmitted infections (STIs), and reproductive health

- managing risk and making informed decisions in relation to relationships and personal safety

5.4 Curriculum Structure

The curriculum is delivered in a spiral structure, allowing students to revisit key topics at different stages, with content becoming more detailed and developmentally appropriate as students progress through the school. The curriculum is regularly reviewed and adapted to reflect emerging risks, local safeguarding priorities and national developments, ensuring that students are equipped to respond to real-world challenges. The curriculum is organised into themed units across the academic year, allowing students to explore key topics in depth and revisit learning in a structured sequence. An overview of the specific content taught in each year group can be found in Appendix A.

The school ensures that the curriculum is responsive to the needs of its students by taking into account local context, safeguarding data, student voice and emerging risks.

5.5 Sixth Form Provision

RSE in the Sixth Form builds on the knowledge, skills and understanding developed at Key Stage 4. The programme reflects students' increasing independence and supports them in preparing for adulthood, further and higher education, employment and wider participation in society.

Within the Sixth Form, key legal, safeguarding and ethical issues are revisited and explored in greater depth. This includes topics such as consent and healthy sexual relationships, the law, online behaviour and image-based abuse, sexuality and gender identity, substance use, extremism and radicalisation, and issues relating to exploitation, hate crime and violence against women and girls.

Delivery at Key Stage 5 is flexible and responsive, utilising a range of approaches including external speakers, drop-down sessions and curriculum time. Provision is informed by contextual safeguarding priorities, ensuring that content reflects emerging risks and the lived experiences of students.

Teaching remains inclusive, evidence-informed and responsive to students' needs, providing appropriate opportunities for discussion, reflection and critical thinking.

While statutory RSE requirements do not apply to post-16 settings, UTC Plymouth recognises the importance of continuing this provision and applies the principles of Department for

Education guidance to support students in preparing for adult life. The PSHE Association provides a Key Stage Five programme of Study, which the PSHE Lead and Sixth Form Lead will use as a point of reference to ensure that content is appropriate and relevant.

In response to updated statutory guidance from September 2026, the school will review and adapt the Sixth Form RSE provision where necessary to include new and emerging content. This will be developed by the PSHE Lead in collaboration with the Sixth Form Lead, ensuring that provision remains relevant, age-appropriate and responsive to students' needs and safeguarding priorities.

6. Delivery

6.1 Delivery Model

RSE at UTC Plymouth is delivered through one hour per week of timetabled PSHE curriculum lessons, taught by consistent, specialist members of staff, for key stages 3 and 4. This ensures that students benefit from regular, structured learning and are able to develop trusting relationships with staff when discussing sensitive topics.

6.2 Wider Delivery Approaches

In addition to timetabled lessons, RSE is delivered through a range of approaches to ensure that learning is reinforced and responsive to students' needs. These include:

- drop-down days and collapsed timetable activities
- assemblies linked to key themes and current issues
- contributions from external speakers and specialist organisations

This varied approach enables the school to provide both structured and flexible opportunities to explore topics in greater depth, respond to emerging issues and reinforce key messages across the wider school experience.

6.3 Safe and Effective Teaching Practice

RSE is delivered in a safe, supportive and respectful learning environment. Teachers use a range of established strategies to ensure that sensitive topics are taught appropriately and that all students feel comfortable engaging with the subject matter.

At the start of RSE lessons, clear ground rules are established and revisited regularly. These rules promote respectful discussion, protect confidentiality within appropriate safeguarding limits, and ensure that students feel safe to share ideas and ask questions.

Teachers use a range of age-appropriate teaching strategies, including:

- distancing techniques, such as scenarios and case studies, to explore sensitive issues without personalising discussions
- opportunities for anonymous questions, allowing students to raise concerns or seek clarification in a safe and private way
- structured discussions and activities that encourage critical thinking, reflection and respectful dialogue

Teachers respond to students' questions in a clear, honest and age-appropriate manner. Where questions go beyond the scope of the curriculum or relate to sensitive personal issues, staff will respond in line with school safeguarding procedures and may signpost students to appropriate support.

Where there are known vulnerabilities with students, UTC Plymouth may:

- Discuss the content of the lesson with specific pupils in advance, providing the option of an exit pass for some, or all, of the lesson.
- Liaise with pastoral colleagues and parents/carers about topics in advance.
- Plan language use, resources and activities with vulnerabilities in mind, ensuring lessons don't shock, shame or scare pupils.

All staff delivering RSE are supported to ensure that they feel confident and prepared to teach sensitive topics. Teaching is approached in a non-judgemental and inclusive way, ensuring that all students feel respected and represented.

6.4 Assessment and Adaptation

Learning in PSHE is assessed using an ipsative approach, in line with guidance from the PSHE Association. Students complete a baseline assessment at the start of a topic, which is revisited at the end to enable them to reflect on their progress in knowledge, skills and understanding.

This approach allows students to recognise their own development over time, rather than being compared to others, and supports a reflective and student-centred model of assessment. Teachers use a range of formative assessment strategies, including discussion, questioning and reflective activities, to monitor understanding and adapt teaching to meet the needs of learners.

RSE teaching is adapted to ensure accessibility for all students, including those with SEND. Staff use adapted, scaffolded resources and targeted support to ensure that all students can engage meaningfully with the curriculum.

7. Openness and engagement with Parents

The school provides opportunities for parents to engage with the RSE programme, including access to information about what is being taught and opportunities to discuss any questions or concerns. Parents may request to view curriculum materials, particularly in relation to sensitive topics, and the school will respond to such requests positively.

A representative sample of resources may be shared with parents to support understanding of the curriculum and to enable conversations to continue at home. The school also supports parents in engaging with RSE topics and in discussing these with their children where appropriate. Examples of parental consultation may include open evenings, parental working groups or workshops, parental voice surveys, publication of the curriculum model on the UTC Plymouth website and publishing FAQ's on how to manage 'tricky topics'. The school also supports parents in engaging with RSE topics and in having informed, age-appropriate conversations with their children.

In line with statutory requirements, the school consults with parents during the development and review of the RSE policy. While parents do not have the right to veto curriculum content, the school values their views and is committed to working in partnership to ensure that RSE is delivered effectively and appropriately.

8. Safeguarding

8.1 Safeguarding Approach

Safeguarding is a central component of RSE at UTC Plymouth. Through the RSE curriculum, students are supported to understand how to recognise risk, keep themselves safe, and seek help when needed.

8.2 Staff Responsibilities

The school recognises that effective RSE may lead to the disclosure of safeguarding concerns. All staff delivering RSE are trained to respond appropriately and in line with the school's safeguarding procedures.

Staff understand that:

- they cannot guarantee confidentiality to students
- any disclosure of harm or risk must be reported in accordance with safeguarding procedures
- students will be supported and listened to appropriately

8.3 Curriculum Safeguarding Themes

Where a safeguarding concern arises, staff will refer the matter to the Designated Safeguarding Lead (DSL) or a deputy DSL in line with school policy.

RSE teaching reflects current safeguarding priorities, including:

- healthy and unhealthy relationships
- sexual harassment, exploitation and abuse
- online safety and exposure to harmful content
- peer-on-peer abuse and coercive behaviours

The school recognises that certain subject areas, including those relating to sexual health, consent, mental health and online harms, may increase the likelihood of disclosures.

Appropriate support pathways are in place to ensure that students can access help following lessons where needed.

8.4 External Visitors

All external visitors and organisations delivering aspects of RSE are subject to appropriate checks and must adhere to the school's safeguarding policies and procedures. A member of school staff is always present during sessions delivered by external providers.

RSE is part of a wider whole-school safeguarding approach and should be read alongside the school's Safeguarding and Child Protection Policy.

9. Roles & Responsibilities

The school takes a whole-school approach to the delivery of RSE. Responsibilities are shared across leadership, teaching staff and the wider school community.

9.1 PSHE Lead

The RSE programme is led by the PSHE Lead, Milly Fisher, who is responsible for:

- planning and overseeing the RSE curriculum
- ensuring the curriculum is aligned with statutory guidance and best practice

- supporting staff in the delivery of RSE
- monitoring and evaluating the effectiveness of the curriculum
- identifying and addressing staff training needs

The PSHE Lead works closely with senior leaders to ensure that RSE remains responsive to the needs of students and reflects current safeguarding priorities.

9.2 Senior Leadership Team

The Senior Leadership Team, including Justine Hardie, has overall strategic responsibility for RSE. This includes:

- ensuring that RSE is delivered consistently across the school
- supporting the implementation of this policy
- ensuring that safeguarding procedures are effectively embedded within RSE provision
- responding to parental concerns and requests, including requests to withdraw

9.3 Teaching Staff

Teaching staff delivering RSE are responsible for:

- delivering the curriculum in a sensitive, inclusive and age-appropriate way
- creating a safe learning environment through the use of ground rules and established teaching strategies
- responding appropriately to student questions and signposting support where needed
- following safeguarding procedures and reporting any concerns in line with school policy
- monitoring student understanding and adapting teaching accordingly

Staff are expected to model respectful attitudes and promote the values underpinning the school's approach to RSE.

9.4 Training and Support (CPD)

All staff involved in the delivery of RSE receive appropriate training and ongoing professional development (CPD). This includes:

- guidance on delivering sensitive and complex topics

- safeguarding training, including how to manage disclosures
- updates on changes to statutory guidance and emerging issues, such as online harms and consent

The school holds a PSHE Association School Plus Membership, which provides staff with access to high-quality resources, planning guidance and on-demand professional development. This enables teachers to access support and training as needed, ensuring that RSE is delivered confidently, consistently and in line with national best practice.

The PSHE Lead ensures that staff are supported with appropriate resources, advice and training so that they feel confident and competent in delivering RSE.

9.5 Students

Students are expected to:

- engage actively and respectfully in RSE lessons
- contribute to discussions in a thoughtful and appropriate manner
- respect the views and experiences of others

Student voice is used to inform and develop the RSE curriculum, ensuring that it remains relevant to the needs and experiences of students.

10. Parents' Right to Withdraw

10.1 Right to Withdraw

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education elements of RSE, other than those which form part of the statutory science curriculum.

There is no right to withdraw from:

- relationships education
- health education
- the biological aspects of human growth and reproduction included in the science curriculum

10.2 Process

If a parent or carer wishes to request withdrawal from sex education, they should submit this request in writing to the Headteacher. A meeting will be arranged to discuss the request and to clarify the nature and purpose of the curriculum.

10.3 Students Rights

The school will respect the wishes of parents in line with statutory guidance. However, when a student is three terms away from turning 16, they have the right to opt back into sex education if they wish, and the school will make appropriate arrangements to support this.

10.4 Alternative Provision

Students who are withdrawn from sex education will be provided with appropriate, purposeful alternative learning during this time. The school is committed to working in partnership with parents and carers and will ensure that information about the RSE curriculum is shared clearly to support understanding and engagement.

11. Monitoring and Review

11.1 Monitoring

The school is committed to ensuring that RSE is effective, relevant and responsive to the needs of students. The RSE programme is regularly monitored and evaluated to ensure high-quality delivery and positive impact.

Monitoring of RSE includes:

- lesson observations and quality assurance processes
- review of planning and teaching resources
- student voice, including feedback and reflection
- staff feedback and professional dialogue

Student learning and progress are reviewed through formative assessment approaches, including the ipsative assessment model used within PSHE. This supports ongoing evaluation of student understanding and curriculum impact.

11.2 Responsibility

The PSHE Lead, Milly Fisher is responsible for leading the monitoring and evaluation of RSE, working in collaboration with the Senior Leadership Team, including Justine Hardie.

11.3 Review Cycle

As part of effective RSE provision, the RSE policy will be reviewed at least every 18-24 months to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance.

Appendix A: RSE Curriculum Overview

The following outlines the key areas of learning in RSE across Key Stage 3 and Key Stage 4. Content is delivered through a spiral curriculum, with topics revisited in increasing depth.

A full and detailed curriculum model, including specific lesson content and sequencing, can be accessed via the school website.

Key Stage 3

- Year 7
 - Puberty and physical development
 - Introduction to healthy relationships
 - Emotional wellbeing and self-esteem
 - Basic consent and personal boundaries
- Year 8
 - Rights, responsibilities and the law
 - Respectful relationships and equality
 - Online safety and digital relationships
 - Introduction to contraception
- Year 9
 - Intimate relationships and sexual health
 - Contraception and STIs
 - Impact of pornography and online harms
 - Sexual harassment and exploitation

Key Stage 4

- Healthy and unhealthy relationships
- Consent, coercion and the law
- Sexual health and reproductive health
- Managing risk and personal safety
- Mental health and emotional wellbeing
- Online safety, exploitation and digital identity

Key Stage 5

While statutory RSE requirements do not apply to post-16 settings, the school recognises the importance of continuing this provision and applies the principles of Department for Education guidance to support students in preparing for adult life.

In response to updated statutory guidance from September 2026, the school will review and adapt the Sixth Form RSHE provision where necessary to include new and emerging content. This will be developed by the PSHE Lead in collaboration with the Sixth Form Lead, ensuring that provision remains relevant, age-appropriate and responsive to students' needs and safeguarding priorities.

Appendix B: Request for Withdrawal from Sex Education

Parents/carers wishing to withdraw their child from sex education should complete the form below and submit it to the Headteacher and should follow the format below

Student Name:

Mentor:

Parent/Carer Name:

Date:

Reason for request:

Signature: _____

Appendix C: Statutory RSE Learning Outcomes

Teaching in RSE follows the PSHE Association's guidance and pedagogical principles. Staff create a safe, inclusive and supportive learning environment through the use of established strategies, including distancing techniques, clearly defined ground rules, opportunities for anonymous questions, and structured reflective discussion. Lessons are evidence-informed and delivered in a balanced and sensitive manner, ensuring that complex or contested topics are explored appropriately without being presented as fact.

The school utilises the PSHE Association's SEND Planning Framework and works in collaboration with the school's SEND team to ensure that all students, including those with additional needs, can access and engage fully in RSHE. Teaching is adapted through the use of differentiated resources, scaffolded activities and responsive delivery to meet the diverse needs of learners.

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

Mental wellbeing Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
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 to be ashamed of.
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.
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.
6. How to critically evaluate which activities will contribute to their overall wellbeing.

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.
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.
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

Wellbeing online curriculum content:

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.
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.
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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
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.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
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.

Physical health and fitness- Curriculum content:

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.
2. Factual information about the prevalence and characteristics of more serious health Conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating- Curriculum content:

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.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain

Drugs, alcohol, tobacco and vaping- curriculum content:

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.
2. The law relating to the supply and possession of illegal substances.
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.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

5. The dangers of the misuse of prescribed and over-the-counter medicines.
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.
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.

Health protection and prevention, and understanding the healthcare system Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
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.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
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.
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.
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.
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.

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.

Personal safety Curriculum content:

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).
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.
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.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
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).
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

Basic first aid Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.
3. The purpose of defibrillators, when one might be needed and who can use them

Developing bodies Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
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.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.