



UVHS Statutory RSE Combing

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, released July 2025 for September 2026 delivery.

Full Guidance Below:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

UVHS Personal Development Delivery:

- **KS3** – Content delivered by Form Tutors during PM registration.
- **KS4** – Content delivered by Form Tutors during PM registration, as well as a carousel of 12 lessons delivered by a Personal Development teacher.
- Where applicable, we have highlighted links to **other subject areas** where there is content crossover.
- Our **assembly program** also includes inputs which relate to some elements of statutory RSE. These have been highlighted where appropriate too.

Page 14: Secondary Relationships & Sex Education Curriculum Content

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:

Families	
Curriculum Content	UVHS Combing
That there are different types of committed, stable relationships	- Year 7 – Autumn Term 2: Forming positive relationships - Year 8 – Autumn Term 2: Healthy behaviours in relationships - Year 10 – Spring Term With Form Tutor: Relationships and equality
How these relationships might contribute to wellbeing, and their importance for bringing up children	Year 10 Carousel Lesson With Personal Development Teacher: Roles and responsibilities of parents
Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	- Year 10 – Spring Term With Form Tutor: Relationships and equality - Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Year 10 – Spring Term With Form Tutor: Relationships and equality
That forced marriage and marrying before the age of 18 are illegal.	- Year 10 – Spring Term With Form Tutor: Relationships and equality - Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
How families and relationships change over time, including through birth, death, separation and new relationships.	- Year 10 – Spring Term With Form Tutor: Relationships and equality - Year 10 – Carousel Lesson With Personal Development Teacher: Pregnancy choices - Year 10 Carousel Lesson With Personal Development Teacher: Roles and responsibilities of parents - Year 10 - Carousel Lesson With Personal Development Teacher: Reframing negative thinking
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development	Year 10 Carousel Lesson With Personal Development Teacher: Roles and responsibilities of parents
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.	- Year 7 – Autumn Term 2: Forming positive relationships - Year 8 – Autumn Term 2: Healthy behaviours in relationships - Year 9 – Autumn Term 1: Different types of relationship - Year 10 – Spring Term With Form Tutor: Relationships and equality

- Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
- Year 11 – Spring Term With Form Tutor: Dangerous friendships

Page 15: Secondary Relationships & Sex Education Curriculum Content

Respectful Relationships	
Curriculum Content	UVHS Combing
The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	• Year 7 – Autumn Term 2: Forming positive relationships • Year 8 – Autumn Term 2: Healthy behaviours in relationships • Year 9 – Autumn Term 1: Different types of relationship • Year 10 – Spring Term With Form Tutor: Relationships and equality • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence • Year 11 – Spring Term With Form Tutor: Dangerous friendships
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.	
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.	
What tolerance requires, including the importance of tolerance of other people's beliefs.	
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.	
The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	• Year 7 – Autumn Term 2: Forming positive relationships • Year 7 – Spring Term 2: Bullying and cyberbullying • Year 8 – Spring Term 1: Social media
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	• Year 7 – Autumn Term 2: Forming positive relationships • Year 8 – Autumn Term 2: Healthy behaviours in relationships
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	• Year 7 – Autumn Term 2: Forming positive relationships • Year 7 – Spring Term 1: Consent and social media • Year 8 – Autumn Term 2: Healthy behaviours in relationships • Year 9 – Autumn Term 2: Consent

doing something, that doesn't automatically make it ethically ok.	• Year 9 – Autumn Term 2: Sex and the law • Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour • Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	• Year 7 – Autumn Term 2: Diversity, discrimination, kindness and tolerance • Year 8 – Autumn Term 2: Gender and stereotypes • Year 9 – Autumn Term 2: Understanding and challenging gender stereotypes and misogyny • Year 10 - Carousel Lesson With Personal Development Teacher Sexual orientation and stereotypes • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	• Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	• Year 9 – Spring Term 2: Youth Produced Sexual Imagery (including "sexting") • Year 9 – Summer Term 2: Pornography
Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	• Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours

Page 16/17: Secondary Relationships & Sex Education Curriculum Content

Online Safety & Awareness	
Curriculum Content	UVHS Combing
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	- Year 7 - Spring Term 2: Bullying and cyberbullying - Year 8 - Spring Term 1: Social media - Year 10 - Autumn Term With Form Tutor: Online presence - Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	Year 10 - Autumn Term With Form Tutor: Online presence (Deep fakes in the news and in pornography and doxing)
The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	- Year 10 - Autumn Term With Form Tutor: Online presence (Deep fakes in the news and in pornography and doxing) - Assembly & Form Time Presentations AI May 2026
Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	- Year 8 - Spring Term 1: Social media - Year 9 – Spring Term 2: YPSI - Year 10 - Autumn Term With Form Tutor: Online presence - Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
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.	- Year 9 – Spring Term 2: YPSI - Year 10 - Autumn Term With Form Tutor: Online presence (Deep fakes in pornography) - Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
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.	- Whole School: Safer Internet Week assemblies annually run in February. - Whole School: All Personal Development materials include appropriate signposting to ChildLine's Report Remove tool, CEOPs, YoungMinds, The Mix etc.

About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	Year 10 - Autumn Term With Form Tutor: Online presence (Deep fakes in the news and in pornography and doxing)
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	- Year 7 – Spring Term 1: Consent and social media - Year 8 – Spring Term 1: Social media - Year 10 - Autumn Term With Form Tutor: Online presence - Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	- Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours - Signposted services on the school site too
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.	Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	- Year 9 – Spring Term 2: YPSI - Year 10 - Autumn Term With Form Tutor: Online presence (Deep fakes in pornography)
How information and data is generated, collected, shared and used online.	Year 10 - Autumn Term With Form Tutor: Online presence
That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	Year 10 - Autumn Term With Form Tutor: Online presence
That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	Year 10 - Autumn Term With Form Tutor: Online presence
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	- Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours - Screen Free Time Assembly July 2026 (Changes for 17/18 year olds on access to AI chatbots for relationships etc.)

Page 18/19: Secondary Relationships & Sex Education Curriculum Content

Being Safe	
Curriculum Content	UVHS Combing
How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	• Year 7 – Autumn Term 2: Forming positive relationships • Year 7 – Spring Term 1: Consent and social media • Year 8 – Autumn Term 2: Healthy behaviours in relationships • Year 9 – Autumn Term 1: Different types of relationship • Year 9 – Autumn Term 2: Consent • Year 9 – Spring Term 2: Sexual exploitation • Year 9 – Spring Term 2: Youth Produced Sexual Imagery (including "sexting") • Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	• Year 9 – Autumn Term 2: Sex and the law • Year 9 – Spring Term 2: Sexual exploitation • Year 9 – Spring Term 2: Youth Produced Sexual Imagery (including "sexting") • Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour • Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
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.	• Whole School: Safer Internet Week assemblies annually run in February. • Whole School: All Personal Development materials include appropriate signposting to ChildLine's Report Remove tool, CEOPs, YoungMinds, The Mix etc. • Mis and disinformation / AI assemblies in May 2026

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.	Year 11 – Spring Term With Form Tutor: Dangerous friendships
What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	- Year 9 – Autumn Term 2: Sex and the law - Year 9 – Spring Term 2: Sexual exploitation - Year 9 – Spring Term 2: Youth Produced Sexual Imagery (including "sexting") - Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence - Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour - Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour - Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours - Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
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.	
The concepts and laws relating to sexual violence, including rape and sexual assault.	
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.	
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Year 10 – Summer Term With Form Tutor: Gambling behaviours and managing impulsivity
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	- Year 9 - Autumn Term 1: Sex and the law - Year 9 - Spring Term 1: Sexual exploitation - Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence - Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour - Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence - Year 11 – Spring Term With Form Tutor: Dangerous friendships
The concepts and laws relating to forced marriage.	Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence
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.	
That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	• Year 11 – Spring Term With Form Tutor: Dangerous friendships
That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	• Year 9 – Summer Term 2: Pornography
How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	• Year 9 - Spring Term 1: Sexual exploitation • Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence • Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour • Year 11 – Carousel Lesson With Personal Development Teacher: Forced marriage and honour based violence

Page 20: Secondary Relationships & Sex Education Curriculum Content

Intimate & Sexual Behaviours Including Sexual Health	
Curriculum Content	UVHS Combing
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	- Year 9 - Autumn Term 1: Sex and the law - Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour
The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	- Year 9 - Autumn Term 1: Sex and the law - Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour
Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	- Year 7 – Spring Term 1: Consent and social media - Year 9 - Autumn Term 1: Sex and the law - Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	- Year 7 – Spring Term 1: Consent and social media - Year 9 – Autumn Term 2: Consent - Year 9 – Autumn Term 2: Sex and the law
That some sexual behaviours can be harmful.	- Year 9 - Autumn Term 1: Sex and the law - Year 9 - Spring Term 1: Sexual exploitation - Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence - Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour
The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	- Year 9 - Spring Term 1: Contraception - Year 9 - Spring Term 1: Sexually transmitted infections
That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	Year 10 – Carousel Lesson With Personal Development Teacher: Pregnancy choices
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma	Year 9 Spring Term 1: Sexually transmitted infections
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Year 9 Spring Term 1: Sexually transmitted infections

How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	• Year 8 – Spring Term 2: Alcohol • Year 8 – Spring Term 2: Drugs • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 – Spring Term With Form Tutor: Drugs
How and where to seek support for concerns around sexual relationships including sexual violence or harms	• Year 10 - Carousel Lesson With Personal Development Teacher: Understanding sexual harassment and sexual violence • Year 11 - Carousel Lesson With Personal Development Teacher: Identifying harmful sexual behaviour, including abusive behaviour
How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	• Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities

Page 28: Secondary Health & Wellbeing Curriculum Content

Mental Wellbeing	
Curriculum Content	UVHS Combing
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	- Year 7 – Summer Term 1: Attitudes to mental health - Year 7 – Summer Term 1: Strategies to support positive mental wellbeing - Year 8 – Spring Term 1: Body image in the digital world - Year 8 – Summer Term 1: Promoting emotional wellbeing - Year 8 – Summer Term 2: Understanding the components of good health - Year 9 – Summer Term 1: Unhealthy coping strategies - Year 9 – Summer Term 1: Healthy coping strategies - Year 10 – Spring Term With Form Tutor: Challenges of moving through adolescence - Year 11 – Autumn Term With Form Tutor: Exam stress
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	- Year 7 – Summer Term 1: Attitudes to mental health - Year 7 – Summer Term 1: Strategies to support positive mental wellbeing - Year 8 – Summer Term 1: Promoting emotional wellbeing - Year 8 – Summer Term 2: Understanding the components of good health - Year 9 – Summer Term 1: Unhealthy coping strategies - Year 9 – Summer Term 1: Healthy coping strategies - Year 10 - Carousel Lesson With Personal Development Teacher: Reframing negative thinking - Year 11 – Autumn Term With Form Tutor: Exam stress - Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
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.	
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.	
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.	
How to critically evaluate which activities will contribute to their overall wellbeing.	
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.	

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.	• Year 10 – Summer Term With Form Tutor: Gambling behaviours and managing impulsivity
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.	• Year 7 - Summer Term 1: Attitudes to mental health • Year 7 - Summer Term 1: Strategies to support positive mental health • Year 8 - Spring Term 2: Alcohol • Year 8 - Spring Term 2: Drugs • Year 8 - Summer Term 1: Promoting emotional wellbeing • Year 9 - Summer Term 1: Unhealthy coping strategies • Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities • Year 11 – Spring Term With Form Tutor: Drugs

Page 29: Secondary Health & Wellbeing Curriculum Content

Wellbeing Online	
Curriculum Content	UVHS Combing
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.	• Screen Free Time assemblies and materials July and September 2026 ahead of Government changes in 2027
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.	• Year 7 – Spring Term 1: Consent and social media • Year 7 – Spring Term 2: Bullying and cyberbullying • Year 8 – Spring Term 1: Social media • Year 8 – Spring Term 1: Body image in the digital world
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	• Year 7 – Spring Term 1: Consent and social media • Year 7 – Spring Term 2: Bullying and cyberbullying • Year 8 – Spring Term 1: Social media • Year 9 – Spring Term 2: Youth Produced Sexual Imagery (including "sexting") • Year 10 - Autumn Term With Form Tutor: Online presence • Year 11 - Carousel Lesson With Personal Development Teacher: Online harmful behaviours
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	• Year 10 – Summer Term With Form Tutor: Gambling behaviours and managing impulsivity
How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	• Year 7 – Spring Term 1: Consent and social media • Year 8 – Spring Term 1: Social media • Year 10 - Autumn Term With Form Tutor: Online presence • Mis and disinformation / AI assemblies in May 2026
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	• Year 8 - Spring Term 2: Drugs • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 – Spring Term With Form Tutor: Dangerous friendships • Year 11 – Spring Term With Form Tutor: Drugs

	• Whole School: Y8/Y9/Y10 had a session with The JJ Effect on knife crime in 2025. • Assemblies for National Anti Knife Crime Week are held using the Ben Kinsella Foundation materials annually
The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	• Year 11 – Spring Term With Form Tutor: Dangerous friendships

Page 29: Secondary Health & Wellbeing Curriculum Content

Physical Health & Fitness	
Curriculum Content	UVHS Combing
The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	Year 8 - Summer Term 2: Understanding the components of good health
Factual information about the prevalence and characteristics of more serious health conditions.	Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
That physical activity can promote wellbeing and combat stress.	- Year 7 – Summer Term 1: Attitudes to mental health - Year 7 – Summer Term 1: Strategies to support positive mental wellbeing - Year 8 – Summer Term 2: Understanding the components of good health - Year 9 – Summer Term 1: Healthy coping strategies - Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
The science relating to blood, organ and stem cell donation	Science: Y9 organ rejection

Page 29: Secondary Health & Wellbeing Curriculum Content

Healthy Eating	
Curriculum Content	UVHS Combing
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	- Year 8 - Summer Term 2: Understanding the components of good health - Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities Year 10 GCSE Food Preparation & Nutrition: - Cardiovascular disease and tooth decay Year 7 DT Food: - The Eat Well Guide Year 8 DT Food: - The 8 healthy eating tips
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease	Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
The impacts of alcohol on diet and unhealthy weight gain.	Year 8 – Spring Term 2: Alcohol

	• Year 8 - Summer Term 2: Understanding the components of good health • Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
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Page 30: Secondary Health & Wellbeing Curriculum Content

Drugs, Alcohol, Tobacco & Vaping	
Curriculum Content	UVHS Combing
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	• Year 8 - Spring Term 2: Drugs • Year 11 – Spring Term With Form Tutor: Drugs
The law relating to the supply and possession of illegal substances.	• Year 8 - Spring Term 2: Drugs • Year 11 – Spring Term With Form Tutor: Drugs
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	• Year 8 - Spring Term 2: Alcohol • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 – Spring Term With Form Tutor: Dangerous friendships
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	• Year 8 - Spring Term 2: Alcohol • Year 10 – Carousel Lesson With Personal Development Teacher: Sex, pressure and risk taking behaviour • Year 11 – Spring Term With Form Tutor: Dangerous friendships
The dangers of the misuse of prescribed and over-the-counter medicines.	• Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	• Year 7 - Spring Term 2: Smoking
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	• Year 7 - Spring Term 2: Vaping

Page 31: Secondary Health & Wellbeing Curriculum Content

Health Protection & Prevention, & Understanding The Healthcare System	
Curriculum Content	UVHS Combing
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	- Year 8 – Summer Term 2: Understanding the components of good health - Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	
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.	
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.	- Year 7 – Summer Term 1: Strategies to support positive mental wellbeing - Year 8 – Summer Term 2: Understanding the components of good health - Year 11 – Autumn Term With Form Tutor: Exam stress - Whole School Screen Free Time Initiative July & September 2026
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.	Year 10 – Carousel Lesson With Personal Development Teacher: Pregnancy choices
How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	- Year 9 – Spring Term 1: Contraception - Year 9 – Spring Term 1: Sexually Transmitted Infections (STIs) - Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities
The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Year 11 Carousel Lesson With Personal Development Teacher: Healthy choices and responsibilities

Page 32: Secondary Health & Wellbeing Curriculum Content

Personal Safety	
Curriculum Content	UVHS Combing
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).	• Whole School: Switched On Rail Safety Assemblies • Whole School: Summer Safety Assemblies (Looking at water and sun safety etc) • Year 11 – Spring Term With Form Tutor: Dangerous friendships
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	• Year 11 – Spring Term With Form Tutor: Dangerous friendships
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.	
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	• Year 11 – Spring Term With Form Tutor: Dangerous friendships • Assemblies for National Anti Knife Crime Week are held using the Ben Kinsella Foundation materials annually
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).	
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	• Year 9 Spring Term 2: Sexual exploitation

Page 32: Secondary health and wellbeing curriculum content

Basic First Aid	
Curriculum Content	UVHS Combing
Basic treatment for common injuries and ailments.	• Year 8 – Autumn Term 1: Basic life support • Whole School: Save a life September in partnership with St John Ambulance's First Aid Champions programme and the British Red Cross
Life-saving skills, including how to administer CPR.	
The purpose of defibrillators, when one might be needed and who can use them.	

Page 32: Secondary health and wellbeing curriculum content

Developing Bodies	
Curriculum Content	UVHS Combing
The main changes which take place in males and females, and the implications for emotional and physical health.	• Year 7 – Spring Term 1: Puberty and menstrual wellbeing • Year 7 – Summer Term 1: Attitudes to mental health • Year 8 – Spring Term 1: Puberty and society

	• Year 8 – Summer Term 1: Promoting emotional wellbeing • Year 9 – Spring Term 2: Puberty, fertility and body image • Year 10 – Spring Term With Form Tutor: Challenges of moving through adolescence
The facts about puberty, the changing adolescent body, including brain development.	• Year 7 – Spring Term 1: Puberty and menstrual wellbeing • Year 8 – Spring Term 1: Puberty and society • Year 9 – Spring Term 2: Puberty, fertility and body image
About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	• Year 7 – Spring Term 1: Puberty and menstrual wellbeing • Year 8 – Spring Term 1: Puberty and society • Year 9 – Spring Term 2: Puberty, fertility and body image
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	• Year 9 – Spring Term 2: Puberty, fertility and body image • Year 10 – Carousel Lesson With Personal Development Teacher: Pregnancy choices