St Dunstan's College

PART OF
ST DUNSTAN'S EDUCATION GROUP

PSHE POLICY

Policy Owner:	Head of College
ISSR Reference:	Part 1 – Quality of Education Provided Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils
Date of review:	Summer 2026
Approved by:	Local School Board
Date of next review	Autumn 2027

Version control information

Reason for Amendment	Role	Date	Main changes
New template	Deputy Head Pastoral	Summer 2026	Transfer to new template - content separated from the Curriculum policy. This policy is now a combined JS & SS document.

1. Aims

This policy is applicable to staff, students and parents / carers of St Dunstan's College ('the school) and aims to ensure all parties are clear on the mechanism by which Personal, Social, Health and Economics (PSHE) education is delivered.
The aims of the PSHE policy is to help students:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation and guidance:

- Education Act 1996
- SEND Code of Practice 2015
- Equality Act 2010
- Duty to Prevent 2015
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025
- Keeping Children Safe in Education 2026

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The ST Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of College.

The Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of College/Junior School

The Head of College/Junior School is responsible for this policy is implemented. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.4 Staff

The Head of Stuart and Usherwood and the Deputy Head of Sixth Form – Pastoral are responsible for overseeing the PSHE programme in the Senior School as directed by the Assistant Head – Director of Teaching and Learning and Assistant Head – Sixth Form. In the Junior School, the Stuart Curriculum Coordinator, as directed by the Junior School Deputy Head Academic, is responsible for overseeing the PHSE programme.

Teaching staff are responsible for understanding this policy and their role in delivering PSHE, this includes attending training as required and engaging in monitoring and evaluation procedures. This includes responsibility for:

- Delivering PSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Deputy Head Pastoral

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

3.5 Students and parents/carers

Students and parents / carers are responsible for engaging with the PSHE curriculum.

Parents are encouraged to engage with the PSHE curriculum throughout the academic year, and, when discussing issues related to RSHE, treat others with respect and sensitivity.

4. Fundamental British Values

Fundamental British values are embedded throughout the College and features in our Stuart and Hecker curricula from Pre-School to Year 13.

Democracy: an understanding of how citizens can influence decision-making through the democratic process;

Rule of Law: an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

Individual liberty: an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

Mutual Respect and tolerance:

- • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

5. PSHE (Stuart) curriculum

PSHE is embedded throughout the Senior School, and features in all our curricula. The Stuart Curriculum covers the PSHE statutory curriculum through 3 strands:

- Connected Lives (including Sex Education)
- Thinking without limits (including critical thinking)
- Thriving in the Future (including Careers)

See the Relationships and Sex Education (RSE) policy for further information.

In the Junior School, teachers use the Kapow scheme of learning for PSHE as the core structure and sequence of topics taught, with teachers building upon the content available to deliver a rich curriculum. Form and Assembly time focuses on pupil's mental health and wellbeing, supported by our Theme of the Week. The core curriculum (Hecker Curriculum) further teachers the importance of British Values and Social, Moral, Spiritual and Cultural Values. The Forder Programme offers pupils an opportunity to extend their understanding of their PSHEE knowledge outside of timetabled lessons.

The Usherwood Curriculum focuses on students' mental health and wellbeing, and independent study skills, supported by our Themes of the Week and Assemblies. The Hecker Curriculum further teaches the importance of British Values and Social, Moral, Spiritual and Cultural Values. The Forder Programme offers students an opportunity to extend their understanding of their PSHEE knowledge outside of timetabled lessons.

Our PSHE programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, pupil voice and the pastoral system. The school is committed to creating a culture where responsible, respectful and positive choices are celebrated. The personal and social development of young people is a shared responsibility of all staff in partnership with parents. The school regularly hosts talks and information evenings for parents on the topics their children have covered in Stuart and Usherwood lessons.

Stuart Additional Curriculum

In the Junior School, Lower School and Middle School, students have a weekly timetabled Stuart Additional Curriculum Lessons delivered by form teachers in the Junior School and specialist teachers in the Senior School. In the Senior School, they study each strand of the Stuart Programme (Connected Lives, Thinking without Limits, Thriving in the Future) throughout Years 7 to 11. In Years 7-10, students have 10 lessons per strand. In Year 11, students have 8 lessons per strand.

Usherwood Curriculum

In the Junior School, the Usherwood Curriculum is delivered through form times and assemblies. Throughout the senior school, students have timetabled lessons every Monday dedicated to the Usherwood curriculum, primarily delivered by their form tutors. In the Lower School, these lessons take place every week and in the Middle School and Sixth Form, they have one lesson a fortnight. In the Sixth Form, the Usherwood Curriculum forms part of the Sixth Form Tutorial Programme, which is delivered in tutor times and a weekly timetabled lesson.

Sixth Form Tutorial Programme

The Sixth Form Tutorial Programme is delivered through tutorial sessions and through one timetabled lesson a week. It combines aspects of the Stuart Additional Curriculum and Usherwood Programme. In addition to these sessions, students also have regular drop-down afternoons for RSE.

Detailed schemes are work and lesson resources are provided by the Deputy Head of Sixth Form - Pastoral and overseen by the Assistant Head – Head of Sixth Form.

An overview of how each Curriculum contributes to the delivery of PSHE is outlined in Appendix I and an overview of the delivery of Health Education is outlined in Appendix II.

6. Informing parents

Parents are kept informed about the Stuart (PSHE) programme throughout the academic year. At the start of the year Senior School parents are invited to attend two events, 'Meet the Tutor' evening and 'Meet your child's Stuart teacher', to enable them to ask questions and hear about the content taught each year. Junior School parents are invited to 'Welcome Evening' at the start of the academic year whereby they are provided an overview of the content taught each year.

Parents are encouraged to use My School Portal to review the content taught throughout the year. Where a topic is of pastoral significance or particularly sensitive the school will write to parents in advance to ensure they are aware and can support students alongside the school.

7. Visiting speakers

Visiting speakers are used alongside our Stuart curriculum to offer specialist knowledge and perspectives to enhance student understanding. Where visiting speakers are used they are planned and carefully integrated into the existing curricula to support the intending learning. A member of staff, usually the Head of Year/Section, Stuart Teacher or form tutor/teacher will always be present during these sessions to support the learning outcomes and ensure the content delivered is appropriate for students.

The school will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about PSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers

- Share all external materials with parents and carers

The school will not:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Staff planning visiting speakers are required to complete a visiting speaker form which should be submitted to the Deputy Head Pastoral who has final approval.

8. Students with Additional Educational Needs

Where appropriate, students with special educational needs and disabilities (SEND) will follow the same Stuart curriculum as the other students. During lesson planning careful consideration, alongside consultation from the SENDCo, is given to the level of support and differentiation needed to ensure all students are able to fully access the learning. Where needed, in some cases lesson content, resources and delivery will be adapted to meet the individual needs of students.

9. Equal opportunities

The school is committed to supporting and promoting the learning of all students. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full Stuart curriculum. The school promotes social learning and expects pupils to demonstrate respect, empathy and consideration others.

The Stuart curriculum supports students in understanding and appreciating differences within society and promoting a cohesive and respectful school environment.

10. Monitoring

The Head of Usherwood and Stuart and Deputy Head of Sixth Form – Pastoral, as directed by the Assistant Head – Director of Teaching and Learning and Assistant Head – Sixth Form, monitors the planning and teaching and learning of Usherwood and Stuart regularly in the Senior School. Focussed learning walks take place with every year group termly with clear feedback to teaching staff. Students and teaching staff are asked to offer feedback regularly throughout the academic year to highlight areas where staff need further training and topics where students want more detail and guidance.

In the Junior School, the teaching and learning of the Stuart curriculum will be monitored by the Stuart Curriculum Coordinator and Junior School Deputy Head Academic through book monitoring, learning walks and staff/student feedback.

This policy will be reviewed by the Deputy Heads Academic annually. At every review, the policy will be approved by the Local board

11. Staff training

Staff training takes place regularly throughout the academic year. Stuart (PSHE) is taught by a specialist teachers in the Senior School who receive training at the beginning of the academic year, led by the Head of Stuart and Usherwood and Deputy Head of Sixth Form – Pastoral, as well as training reviews before RSE content is delivered. Further staff training needs are identified through regular surveys and staff are encouraged to feedback on individual lessons and to assess their confidence on all parts of the Stuart curriculum. This ensures the school targets support effectively and ensures teachers are equipped to deliver higher quality, age-appropriate lessons. In the Junior School, the Stuart Curriculum Coordinator and/or Junior School Deputy Head Academic will deliver training to form teachers regularly to support with the teaching and delivery of the Stuart curriculum.

12. Assessment

During Stuart lessons assessment for learning is used during lessons to assess impact and inform future learning. This could include questioning, discussion, mind maps exit questions or quizzes. In addition, students complete a self-reflection form at the beginning of each term to assess their level of confidence in each learning outcome of the scheme of work.

Students are regularly surveyed throughout the year to assess the relevance of each topic covered as well as to gain insight into areas students would like additional guidance.

13. Links with other policies

This PSHE policy links to the following policies:

- Curriculum
- Careers
- Pastoral Care
- Safeguarding and Child Protection
- Individual Student Need
- Relationships and Sex Education (RSE) Policy
- Gender Identity
- Prevent
- IT policy

Appendix I – Stuart and Usherwood Programme

A) Stuart programme - Junior School

Section	Year	Michaelmas	Lent	Trinity
EYFS	EYFS	Self-regulation: My Feelings Building relationships: Special relationships	Managing self: Taking on challenges Self-regulation: Listening and following instructions	Building relationships: My family and friends Managing self: My wellbeing
Key Stage 1	1	My healthy self: How can we look after our emotions? Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online? Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life? Staying safe: How can I stay safe?
	2	My healthy self: How can we look after our bodies? Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online? Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow? Staying safe: How can I make safe choices in different places?
Lower Key Stage 2	3	My healthy self: How can I take care of my mind and body? Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online? Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen? Citizenship: What careers do people choose and why?
	4	My healthy self: How can I make healthy choices? Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online? Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up? Staying safe: What signs help me recognise what is safe or unsafe?

Upper Key Stage 2	5	My healthy self: How can I support my mind and body as I grow? Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online? Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up? Citizenship: How can we be in control of our money?
	6	My healthy self: How do my choices today shape my future health? Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online? Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up? Sex education: How do people become parents and carers?

B) Stuart programme - Senior School

Section	Year	Connected Lives	Thinking without limits	Thriving in the Future
Lower School	7	• Navigating Relationships(L1 and L2) • Puberty: Male and Female Bodies (L1)	• Understanding News, Climate and Sustainability (L2) • Debating Unit (T2)	• Digital Literacy and Online Safety (M1) • Planning For Success: Dream Jobs and Savvy Spending (T2)
	8	• Keeping Safe: Caffeine, Tobacco and Alcohol (M2) • Keeping Safe: Healthy Sexual Relationships and Consent (M2)	• Power to the people: understanding British Democracy (L2) • United in Difference: Exploring Equality and Diversity (T1)	• Online Ethics and AI (M1) • Financial Education (L1)
	9	• Healthy Relationships:	• Mind and Politics: The Psychology of	• Future Pathways: GCSE

		Choice, Consent and Safety (L1 and T1) • Gangs (T1)	Influence (M1) • Sustainability Unit (L1)	Options and Careers (L1) • AI Education (M2)
Middle School	10	All terms (carousel based on student ages) • Drugs Education • Power, Control and Abuse • Contraception and Fertility • Pregnancy and Menopause	All terms (carousel based on student ages) • Human Rights and British Values • Sustainability Unit • Protected Characteristics	All terms (carousel based on student ages) • Careers in the Future: Aiming High • AI Education • Financial Education • Knife Crime and County Lines
	11	All terms (carousel based on student ages) • Marriage and Parenting • Navigating Relationships Safely • Safety in the Online World	All terms (carousel based on student ages) • Extremism and Radicalisation • Online subcultures • The Power of Influence • The Changing World of Work	All terms (carousel based on student ages) • Life in Sixth Form and Beyond • Financial Education • Looking After Your Health
Sixth Form	12	• Consent and Managing Sexual Pressure • Pornography • Independence and Safety in Adulthood • Travelling Abroad	• Mental Health Awareness	• Financial Education (including borrowing, renting and buying property and cryptocurrencies) • AI and Learning Online Safety
	13	• Legitimate Protest • Contraception and Options in Pregnancy	• Mental Health Awareness	• Futures Preparation • Financial Education

				(including mortgages, the economy, pensions, credit cards and ISAs)

C) Usherwood Programme - Senior School

Section	Year	
Lower School	7	• Gender working relations (M) • Ways to wellbeing (L) • Study skills (T)
	8	• Ways to wellbeing (M) • Positive Friendships (M) • Neurodiversity (L) • Study skills (T)
	9	• Healthy Coping Strategies (M) • Unhealthy Coping Strategies (M) • Building Stress Resilience (M) • Disability awareness (L) • Study skills (T)
Middle School	10	• Reframing negative thinking (M) • The sleep factor (L) • Study skills (L and T)
	11	• Health and Wellbeing (M and T) • Festivals and Parties (L) • Reflection on exams (L)
Sixth Form	12	• Health Education: Tattoos, Cosmetic Procedures and Sunbeds • Mental Health Week
	13	• Ways to Wellbeing • The Power of Sleep • Drugs and Alcohol Education • Study Skills

Appendix II – Health Education

Topic	Curriculum content	Lesson
Mental wellbeing	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 of which to be ashamed. 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.	Y7: Mental Health (L1) Y7: Emotional Intelligence and the History of Kindness (M2) Y7: The Science of Community (M2) Y7: Consent, Communication and Personal Space (L1) Y7: Five Ways to Wellbeing (L1) Y7: Attitudes to Mental Health (L2) Y7: Promoting Emotional Wellbeing (L2) Y7: Dealing with Change (L2) Y8: Caffeine and Tobacco (M2) Y8: Alcohol and Risk (M2) Y8: Gambling Addition (L1) Y8: Positive Friendships (M2) Y8: Building Connections (M2)

	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.	Y8: Worry (L1) Y8: Gambling and Gambling Addiction (L1) Y9: Self Esteem (T2) Y9: Building Stress Resilience (M2) Y9: Healthy and Unhealthy Coping Strategies (M1) Y9: The Psychology of Teenagers (L1) Y10: Reframing Negative Thinking (M2) Y10: Recognising Mental Ill Health (M2) Y10: The Sleep Factor (L1) Y10: Drugs Education *(All terms- carousel based on student ages)*
Wellbeing online	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.	Y7: Collaborating Online (M1) Y7: Communicating Online (M1)

	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.	Y7: Social Media (L1) Y7: Bullying and Cyberbullying (M2) Y8: Cyber Security and Digital Footprints (M1) Y8: Cyberbullying (M2) Y8: Sharing Nudes (M1) Y8: Digital Resilience (L1) Y9: The Science of Persuasion (M1) Y9: Fake News (M1) Y9: The Psychology of Extremism (M1) Y9: Gangs (T1) Y10: Knife Crime *(All terms- carousel based on student ages)* Y10: County Lines *(All terms- carousel based on student ages)* Y11: Valuing Diversity and Extremism and Radicalisation *(All terms- carousel based on student ages)*

		Y11: Online Misogyny and the Manosphere *(All terms- carousel based on student ages)* Y11: Digital Citizenship and the Power of Influence *(All terms- carousel based on student ages)* Y11: Online Blackmail *(All terms- carousel based on student ages)* Y11: Online Subcultures *(All terms- carousel based on student ages)* Y11: Loneliness and the Dangers of Online Chatbots *(All terms- carousel based on student ages)*
Physical health and fitness	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.	Y7: Dental Health (L1) Y9: Making Choices for Your Health (L1) Y9: The Science and Facts of Blood, Organ and Stem Cell

	3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.	Donation (T1) Y11: Looking After Your Health (Testicular and Chest Checking) *(All terms- carousel based on student ages)* Y11: Personal Health and Illness Prevention (T2)
Healthy eating	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.	Y9: Making Choices for Your Health (L1) Y11: Alcohol Consumption: The Facts *(All terms- carousel based on student ages)*
Drugs, alcohol, tobacco and vaping	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. 2. The law relating to the supply and possession of illegal substances.	Y8: Alcohol and Risk (M2) Y8: Caffeine and Tobacco (M2) Y9: Peer Pressure (L2) Y10: Drugs Education *(All terms- carousel based on student ages)* Y10: Vaping *(All terms- carousel based on student ages)* Y11: Drugs,

	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.	Alcohol and Consent *(All terms-carousel based on student ages)* Y11: Alcohol Consumption: The Facts *(All terms-carousel based on student ages)* Y11: The Dangers of Snus (T2)
Health protection and prevention, and understanding the healthcare system	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	Y7: Mental Health (L1) Y8: How Do We Protect Our Health (Including Vaccines)? (L1) Y9: Fake News (M1)

	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	Y9: Making Choices for Your Health (L1) Y9: Options in Pregnancy (T1) Y9: One on One Relationships (L2) Y9: Staying Safe in Relationships (L2) Y10: Contraception *(All terms- carousel based on student ages)* Y10: Pregnancy, Fertility and Menopause *(All terms- carousel based on student ages)* Y10: Safe Sex *(All terms- carousel based on student ages)* Y11: Personal Health and Illness Prevention (L2) Y11: The Dangers of Snus (T1)

	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	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	Y8: Personal Safety (L2) Y9: Peer Pressure (L2) Y9: Gangs (T1) Y9: Staying Safe in Relationships (L2) Y9: Self Esteem (T2) Y10: Knife Crime *(All terms- carousel based on student ages)* Y10: County Lines *(All terms- carousel based on student ages)* Y11: Alcohol Consumption: The Facts *(All terms- carousel based on student ages)*

	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.	Y11: Festivals and Parties (L2)
Basic first aid	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.	Y9: Basic First Aid 1 (M1) Y11: Basic First Aid 2 *(All terms- carousel based on student ages)*
Developing bodies	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.	Y7: Puberty (Male and Female Bodies) (L1) Y10: Contraception *(All terms- carousel based on student ages)*

	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.	Y10: Pregnancy, Fertility and Menopause *(All terms- carousel based on student ages)*