



RSE 2026 – what is it?

RSE (Relationships and Sex Education) 2025 for secondary schools refers to the updated mandatory Relationships, Sex and Health Education (RSHE) guidance from the DfE, effective from 1 September 2026 in England.

It updates the 2019 guidelines to better prepare children for modern life, with a strong focus on digital safety, mental health and respectful relationships.

New content on AI chatbots and deepfakes is now included.



RSE guiding principles

- Engagements with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

Families – pupils should know	Covered in PSRE	Tutor work/ other curriculum areas
that there are different types of committed, stable relationships.	Y7, 8, 9, 10 ,11 relationships	
How these relationships might contribute to wellbeing, and their importance for bringing up children.	Y7, 8, 9, 11 relationships	
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.	Y9 relationships Y11 Relationships	PSRE Tutor work Feb 2026
That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Y9 relationships Y11 relationships	
That forced marriage and marrying before the age of 18 are illegal	Y9 ,11 relationships	PSRE Tutor work Feb 2026
How families and relationships change overtime ,including through birth, death, separation and new relationships.	Y7,8, 9, 11 relationships	
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.	Y7, 8, 9 relationships	
How to judge when are relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	Y,7,8, 9,10,11 relationships	Tutor work – county lines

Respectful relationships – pupils should know	Covered in PSRE	Tutor work/ other curriculum areas
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.	Y7,8,9, 10, 11 relationships Y8 Respect	Tutor work
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.	Y8 respect Y8 community Y9 Justice, Love and Equality.	Tutor work
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.	Y7 Time, Y8 respect Y7, 8, 10,11 relationships	Tutor work
What tolerance requires, including the importance of tolerance of other people's beliefs.	Y8 respect Y9 JLE	PSRE Tutor work – April 2026
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.	Y8 respect Y7 relationships Y11 relationships	
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.	Y8 respect Y7 protection	Tutor work

Respectful relationships – pupils should know	Covered in PSRE	Tutor work/ other curriculum areas
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Y8 respect Y7, 8 relationships Y11 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 doing something, that doesn't automatically make it ethically ok.	Y7,8,9, 10, 11 relationships	Soloman Theatre y9
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.	Y8 respect Y8, 9, 10,11 relationships	
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.	Y7,8,9, 10, 11 relationships	Soloman Theatre y9
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.	Y10, 11 relationships	Soloman Theatre y9
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.	Y10, 11 relationships	

Online safety and awareness – pupils should know	Covered in PSRE	
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y8 respect Y8,9,10,11 relationships	Tutor work
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.	Y7 Protection Y8 Respect Y9, 10, 11 relationships	Tutor work
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.	Y7 protection Y8 respect Y10, 11 relationships	Tutor work
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.	Y7 protection Y8 respect Y7,8, 9,10, 11 relationships	
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.	Y8 respect Y8,9,10, 11 relationships	Police visit
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.	Y7 protection, Y8, y9, 10, 11 relationships	Computing KS3
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.	Y10, 11 relationships	Tutor work
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.	Y9, 10, 11 relationships	Tutor work
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Y8 respect Y10, 11 relationships	Tutor work

Online safety and awareness – pupils should know	Covered in PSRE	
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.	Y8 respect Y8,9,10,11 relationships	
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.	Y9 Relationships Y10, 11 relationships	
How information and data is generated, collected, shared and used online.	Y7 protection	Computing KS3
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).	Y7 protection	Computing KS3
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.	Y9 financial capability	Tutor work
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.	Not currently covered but will be from September	Computing KS3 Tutor work

Being safe – pupils should know	Covered in PSRE	
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.	Y7,8,, 10, 11 relationships	
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.	Y7,8,, 10, 11 relationships	
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.	Y7,8,, 10, 11 relationships	Tutor work – county lines
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	Y 8 respect Y8 community Y8,9 10,11 relationships	
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.	Y10, 11 relationships	
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.	Y9 10, 11 relationships	
The concepts and laws relating to sexual violence, including rape and sexual assault.	Y10, 11 relationships	
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.	Y9, 10, 11 relationships	
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Y9, 10, 11 relationships	
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Y9, 10, 11 relationships	

Being safe – pupils should know	Covered in PSRE	
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Y9, 10, 11 relationships Y10,11 health Y9 financial capability	Tutor work – county lines
The concepts and laws relating to forced marriage.	Y11 relationships	Tutor work
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.	Y11 relationships	
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.	Y10,11 relationships	
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.	Y10, 11 relationships	
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.	Y9, 10, 11 relationships	

Intimate and sexual relationships, including sexual health – pupils should know		Covered in PSRE	
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.		Y 8,9,10,11 relationships	
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.		Y8,9,10, 11 relationships	
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.		Y8,9,10, 11 relationships	
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.		Y8,9,10, 11 relationships	
That some sexual behaviours can be harmful.		Y9, Y10, 11 relationships	
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.		Y9, Y10, 11 relationships	Science KS4
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.		Y11 relationships	
How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.		Y9, 10, 11 relationships	Science KS4
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.		Y,9, 10 relationships	Science KS4
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.		Y9,10,11 relationships Y9, 10,11 health	Soloman Theatre y9
How and where to seek support for concerns around sexual relationships including sexual violence or harms.		Y9,10, 11 relationships	
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.		Y9, 10, 11 relationships	

Mental wellbeing – pupils should know	Covered in PSRE	
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Y7 health Y7,8 relationships Y10,11 health	Tutor work
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Y7 health Y10, 11 health	Tutor work
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.	Y7 health Y7 relationships Y10, 11 health	Tutor work
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.	Y7 health Y7, 8 relationships Y10, 11 health	Tutor work
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 relationships Y7 health Y10, 11 health	Tutor work
How to critically evaluate which activities will contribute to their overall wellbeing.	Y7 health Y10, 11 health	Tutor work
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.	Y7, 8 relationships Y7 health, Y10, 11 health	Tutor work
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.	Y9 financial capability, 11 health	
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.	Y7 health Y9 drugs Y10, 11 health	

Wellbeing online – pupils should know	Covered in PSRE	
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 Protection Y7 Time Y10,11 health	Tutor work
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.	Y7 Time Y7 Protection, Y7, 8 relationships Y10, 11 health	Tutor work
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.	Y7 protection Y9, 10, 11 relationships	
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Y9 financial capability	
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.	Y9 financial capability Y10 Truth	Tutor work
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Y9 drugs Y10,11 health Y11 core	
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 protection, y8 relationships Y10, 11 health Samaritans visit	Tutor work

Physical health and fitness– pupils should know	Covered in PSRE	
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.	Y7 health Y10,11 health	Science KS3/4
Factual information about the prevalence and characteristics of more serious health conditions.	Y7 health Y10,11 health	Science KS3/4
That physical activity can promote wellbeing and combat stress.	Y7 health Y10,11 health	PE Tutor work
The science relating to blood, organ and stem cell donation.	Y11 medical ethics	Science KS4

Healthy eating– pupils should know	Covered in PSRE	
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Y7 health Y10 health	Science KS3/4 DT KS3/4
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Y7 health Y10 health	Science KS3/4 DT KS3/4
The impacts of alcohol on diet and unhealthy weight gain.	Y7 health Y10 health	Science KS3/4

Drugs, alcohol, tobacco and vaping– pupils should know		
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	Y9 drugs Y10/11 health	Science KS3/4 Tutor work
The law relating to the supply and possession of illegal substances.	Y9 drugs Y10/11 health	Science KS3/4 Tutor work
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.	Y9 drugs Y10/11 health Visit from AA y11	Science KS3/4
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Y9 drugs Y10/11 health Visit from AA y11	Science KS3/4 Tutor work
The dangers of the misuse of prescribed and over-the-counter medicines.	Y9 drugs Y10/11 health	Tutor work
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.	Y7 Health Y9 drugs	Science KS3/4
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Y7 Health Y9 drugs	Science KS3/4

Health protection and prevention, and understanding the healthcare system– pupils should know		
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Y7 health Y7 Protection Y10 health Y11 medical ethics	Science KS3/4
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.	Y7 health	
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Y8 first aid Y10 relationships	
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Y7 health Y10 relationships Y10,11 health	
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.	Y11 medical ethics	Science KS3/4
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.	Y7 health Y10,11 health	Tutor work
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.	Y10, 11 relationships	Science KS4
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.	Y8 first aid Y9, 10, 11 relationships	
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.	Y9,10, 11 relationships	

Personal safety– pupils should know		
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	Y7 protection Y10 careers Y11 relationships	Tutor work
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Y7 protection Y8 community Y11 relationships	Soloman Theatre y9
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.	Y8 community Y10 health Y11 relationships	Soloman Theatre y9 County lines tutor work
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Y8 community Y11 relationships Y11 core	Tutor work – county lines
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).	Y8 community Y11 relationships Y11 core	Soloman Theatre y9 Tutor work
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Y8 community Y9 drugs Y10,11 health	Soloman Theatre y9 Tutor work

Basic first aid– pupils should know		
Basic treatment for common injuries and ailments.	Y8 first aid	
Life-saving skills, including how to administer CPR.	Y8 first aid Y9 drugs Y11 health	
The purpose of defibrillators, when one might be needed and who can use them.	Y8 first aid	

Developing bodies– pupils should know		
The main changes which take place in males and females, and the implications for emotional and physical health.	Y7, 8,9 relationships Y10 health	Science KS3/4
The facts about puberty, the changing adolescent body, including brain development.	Y7, 8,9 relationships	Science KS3/4
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.	Y7, 8, relationships Y10 relationships	Science KS3/4 PE KS3
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Y9, 10 relationships Y11 health	Science KS3/4