



RSHE Updates

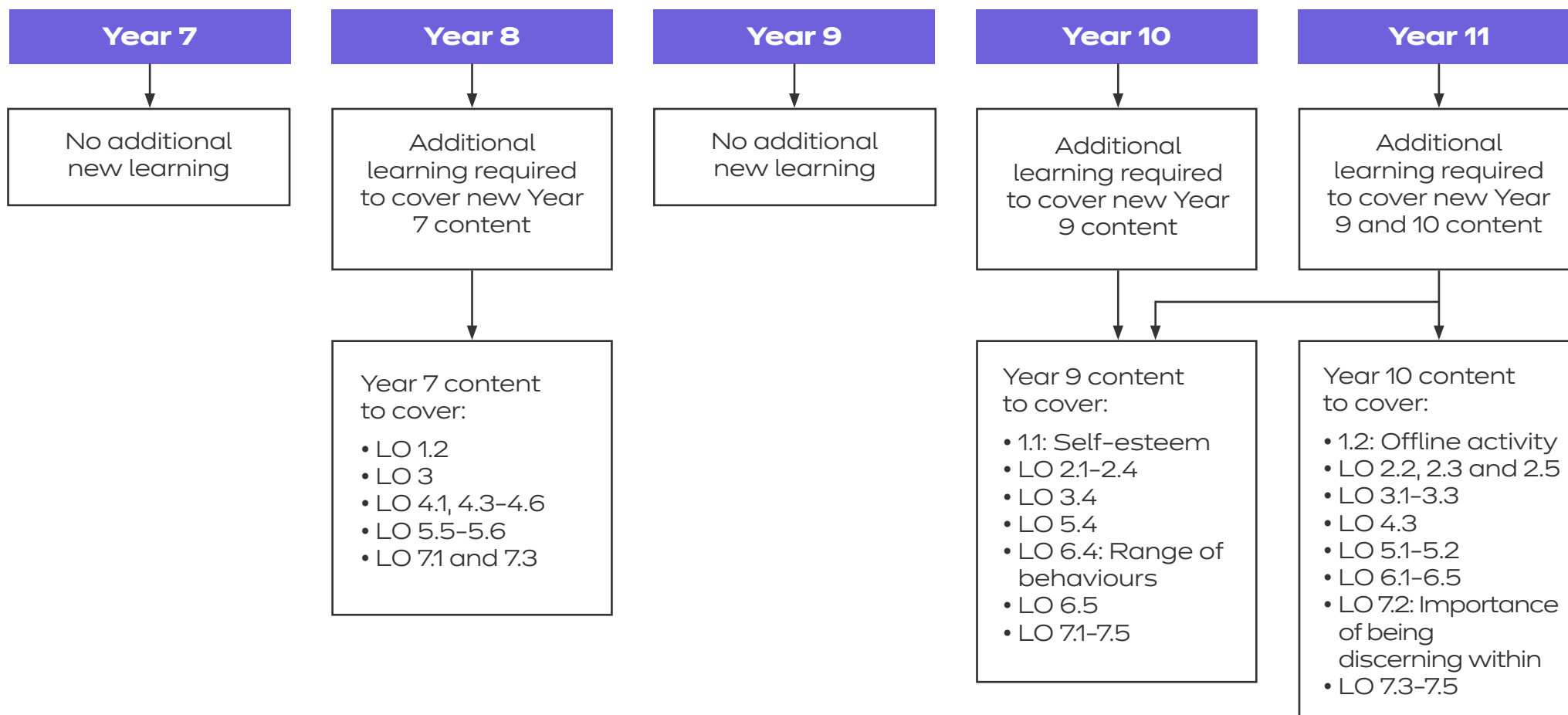
New statutory guidance

September 2026

The Department for Education (DfE) released new RSHE curriculum guidance in July 2025, which will be taught from September 2026 and replaces the 2019 guidance. This introduces new and strengthened topics, including online wellbeing, AI, healthy relationships, misogyny, and sexual violence.

NCFE's RSHE qualifications have been updated to reflect this guidance and are now available for delivery.

In some cases, additional teaching may be needed to cover topics that weren't included in previous qualifications. Our diagram highlights where these gaps may be depending on the year group.



RSHE curriculum comparison table

Year 7

Old unit summary	New unit summary
By the end of this unit, I will have gained the knowledge and understanding to enable me to make discerning decisions about my health and relationships, and to give me the ability to reflect on my sense of identity and my place in the world.	By the end of this unit, I will gain the knowledge and understanding required to build and maintain positive relationships, manage influences online and offline, respect diversity and equality, make healthy lifestyle choices, respond to basic first aid situations, develop emotional wellbeing, and understand puberty, reproduction and the changes that prepare individuals for adulthood.

Learning Objective	New curriculum gaps	Required new learning
LO1	1.2 Factors Examples of factors that might influence behaviour online these can be positive or negative and could include, but are not limited to: Positive: • digital awareness and responsible online use • access to safe, inclusive, and positive online communities • encouragement to think critically about online content • school or organisational expectations promoting respectful behaviour. Negative: • Isolation • Loneliness • addictive content including gaming • impact of unhealthy or obsessive comparison with others online including lifestyle and body image.	The factors identified in LO 1.2 require teaching to align with the new RSHE guidance.
LO2	No changes.	

LO3	3. Understand that personal choices can impact an individual's relationships and health. 3.1 Describe how an individual's choice of hobbies and interests promotes positive physical and mental health. 3.2 Outline the benefits of how making a positive contribution to a community can influence an individual's wellbeing. 3.3 Give an example of when risky or unsafe choices could impact an individual's physical or mental health. 3.4 Give an example of when risky or unsafe choices can impact an individual's relationships.	LO3 has been extended and therefore LO3 would require full content delivery to meet the new RSHE guidance.
LO4	4. Understand scenarios for accessing healthcare services and how to respond to an individual requiring first aid. 4.1 Identify a range of healthcare scenarios in which different services would need to be accessed. 4.3 Describe the key steps of life-saving skills, including how to perform CPR safely and correctly, and when it should be used. 4.4 State the purpose of a defibrillator. 4.5 Identify situations in which a defibrillator may be needed. 4.6 Identify who can use a defibrillator in an emergency.	LO 4.1, 4.3, 4.4, 4.5 and 4.6 require teaching to align with the new RSHE guidance. 4.2 is covered in 'old' LO3.
LO5	5.5 Describe the key characteristics of some serious health conditions linked to less healthy lifestyle choices. 5.6 Identify how healthcare professionals can help an individual manage minor illnesses.	LO 5.5 and 5.6 require teaching to align with the new RSHE guidance.
LO6	No changes.	
LO7	7.1 Describe why the early years of a child's life are important for physical, emotional and brain development 7.3 Describe the process of the menstrual cycle and menopause	LO 7.1 and 7.3 require teaching to align with the new RSHE guidance.

RSHE curriculum comparison table

Year 8

Old unit summary	New unit summary
By the end of this unit, I will understand the relationship I have with myself, my sense of identity, influences on me (including media and social media) and how these can impact on the decisions I make relating to my health, relationships and future.	By the end of this unit, learners will gain the knowledge and understanding required to explore personal identity and beliefs, understand how choices can affect future opportunities, manage risks to health and wellbeing, recognise healthy and unhealthy relationships including the legalities around the relationship status, how to stay safe when using AI and digital technologies, and understand the factors that contribute to positive intimate relationships.

Learning Objective	New curriculum gaps	Required new learning
LO1	1.4 Describe the legal similarities and differences between: • marriage • civil partnership 1.5 Identify the rights, responsibilities and protections: • marriage • civil partnership.	LO 1.4 and 1.5 require teaching to align with the new RSHE guidance.
LO2	2.3 State how personal data is collected and used online. 2.4 Define the term targeted advertising. 2.5 Describe ways an individual can protect their privacy online.	LO 2.3, 2.4 and 2.5 require teaching to align with the new RSHE guidance.
LO3	3.3 Identify a healthy morning and evening routine 3.4 Describe ways an individual can maintain their personal hygiene including measures to reduce bacteria and infection. 3.5 Describe facts about vaccination, immunisation and antimicrobial resistance.	LO 3.3, 3.4 and 3.5 require teaching to align with the new RSHE guidance.

LO4	No changes.	
LO5	5.1 Identify relationship skills to help manage conflict, reconciliation, and ending relationships.	LO 5.1 requires teaching to align with the new RSHE guidance.
LO6	6. Understand how an individual can recognise and manage safety with current AI technology. 6.1 Define the term AI chatbot 6.2 Describe how to stay safe when interacting with AI chatbots. 6.3 Define the term deepfakes. 6.4 Describe how deepfakes may be used harmfully. 6.5 Describe how an individual can recognise and report deepfakes.	LO 6.1, 6.2, 6.3, 6.4 and 6.5 require teaching to align with the new RSHE guidance

RSHE curriculum comparison table

Year 9

Old unit summary	New unit summary
By the end of this unit, I will understand my own sense of identity and know how to build my resilience, and physical and mental health in order to be safe, develop healthy relationships, cope positively with change, assess and manage risk, and plan for my successful future.	By the end of this unit, learners will gain the knowledge and understanding required to make informed decisions, understand the impact of risk-taking behaviours, challenge prejudice, discrimination and bullying, recognise and manage mental ill-health, understand the effects of substance use, and develop the knowledge and skills needed to maintain healthy, respectful and safe intimate and sexual relationships.

Learning Objective	New curriculum gaps	Required new learning
LO1	1.4 Describe the legal similarities and differences between: • marriage • civil partnership 1.5 Identify the rights, responsibilities and protections: • marriage • civil partnership.	LO 1.4 and 1.5 require teaching to align with the new RSHE guidance.
LO2	2.3 State how personal data is collected and used online. 2.4 Define the term targeted advertising. 2.5 Describe ways an individual can protect their privacy online.	LO 2.3, 2.4 and 2.5 require teaching to align with the new RSHE guidance.
LO3	3.3 Identify a healthy morning and evening routine 3.4 Describe ways an individual can maintain their personal hygiene including measures to reduce bacteria and infection. 3.5 Describe facts about vaccination, immunisation and antimicrobial resistance.	LO 3.3, 3.4 and 3.5 require teaching to align with the new RSHE guidance.

LO4	No changes.	
LO5	5.1 Identify relationship skills to help manage conflict, reconciliation, and ending relationships.	LO 5.1 requires teaching to align with the new RSHE guidance.
LO6	6. Understand how an individual can recognise and manage safety with current AI technology. 6.1 Define the term AI chatbot 6.2 Describe how to stay safe when interacting with AI chatbots. 6.3 Define the term deepfakes. 6.4 Describe how deepfakes may be used harmfully. 6.5 Describe how an individual can recognise and report deepfakes.	LO 6.1, 6.2, 6.3, 6.4 and 6.5 require teaching to align with the new RSHE guidance

RSHE curriculum comparison table

Year 10

Old unit summary	New unit summary
By the end of this unit, I will understand how change (eg in society and families) and health and equality issues can affect people and relationships. I will understand what contributes to a healthy relationship, about sexual health and social influences (including pornography and social media), and will have considered family and parenting relationships and my goals for the future.	By the end of this unit, learners will gain the knowledge and understanding required to stay safe in online and offline environments, recognise exploitation and harmful influences, understand equality, consent and physical health, take responsibility for preventing future health problems, manage factors affecting financial wellbeing, evaluate media influences and misinformation, and develop strategies to cope positively with change.

Learning Objective	New curriculum gaps	Required new learning
LO1	1. Understand risks to personal safety that may be encountered online and offline. 1.1 Identify ways to manage risks to personal safety. 1.2 Describe scenarios in which online and offline activity could lead to risk and harm to personal safety. 1.3 Identify the laws around possession of indecent images and what is meant legally by the term indecent. 1.4 Explain how sub-cultures or influencers can promote harmful beliefs about relationships. 1.5 Identify signs that an individual may be at risk of grooming or exploitation.	LO 1.1, 1.2, 1.3, 1.4 and 1.5 require teaching to align with the new RSHE guidance.

LO2	2. Understand equality, the links to an individual's wellbeing and how inequality can be challenged. 2.2 Give examples of social injustice. 2.3 Define the term misogyny. 2.5 Describe how prejudice, discrimination and inequality can be challenged.	2.2, 2.3 and 2.5 require teaching to align with the new RSHE guidance
LO3	3. Understand consent in relation to physical health. 3.1 Define the term Gillick competence. 3.2 Describe scenarios in which Gillick competence can be applied. 3.3 Explain factors in relation to consent that support successful organ donation.	LO 3.1, 3.2 and 3.3 require teaching to align with the new RSHE guidance.
LO4	4.3 Explain why screening and self-examination are important for maintaining long-term health.	LO 4.3 requires teaching to align with the new RSHE guidance
LO5	5. Understand common gynaecological health conditions and possible causes of infertility. 5.1 Define some common gynaecological health conditions, including: • premenstrual syndrome (PMS) • heavy menstrual bleeding • Endometriosis • polyendocrine metabolic ovarian syndrome (PMOS). 5.2 Discuss the term infertility and possible causes for both men and women.	LO 5.1 and 5.2 require teaching to align with the new RSHE guidance.

LO6	6. Understand factors that impact individuals' financial wellbeing and available support options 6.1 Identify when money can be a positive or a negative factor in an individual's life. 6.2 Discuss the term financial exploitation. 6.3 Describe risks related to online gambling and gambling-like content within gaming. 6.4 Explain how financial exploitation and risks relating to online gambling could create financial and mental health difficulties. 6.5 Identify how an individual can access support for financial concerns.	LO 6.1, 6.2, 6.3, 6.4 and 6.5 require teaching to align with the new RSHE guidance.
LO7	7.2 Explain how the media portrayal of relationships can affect an individual's expectations of their own relationships including the importance of being discerning. 7.3 Assess how pornography could impact individuals emotionally or physically in a relationship. 7.4 Discuss the terms strangulation and suffocation referring to both physical and emotional wellbeing. 7.5 Explain why strangulation and suffocation are criminal offences under UK.	LO 7.2 'Importance of being discerning' section of requires additional teaching. LO 7.3, 7.4 and 7.5 also require teaching to align with the new RSHE guidance.

RSHE curriculum comparison table

Year 11

Old unit summary	New unit summary
By the end of this unit, I will be able to think maturely about the nature of intimate relationships and how personal identity is a key factor in shaping the relationships people choose. I will understand sexual and reproductive health, rights and responsibilities and will have considered my future goals.	By the end of this unit, learners will gain the knowledge and understanding required to understand the laws that protect rights and relationships, recognise sexual offences and how to access support, make informed decisions about sexual and reproductive health, understand harmful practices and their consequences, and appreciate how personal identity, equality, respect and individual readiness can influence relationships and life choices.

Learning Objective	New curriculum gaps	Required new learning
LO1	1. Understand the legislation affecting relationships, including the rights and choices. 1.1 Provide information on key legislation affecting relationships. 1.2 Describe the terms: • common-law marriage • cohabiting couples • non-legally binding ceremonies. 1.3 Explain the legalities within the UK for the following: • common-law marriage • cohabiting couples • non-legally binding ceremonies. 1.4 Describe what is meant by the term forced marriage. 1.5 Explain the law relating to the minimum legal age for marriage.	LO 1.1, 1.2, 1.3, 1.4 and 1.5 require teaching to align with the new RSHE guidance.

LO2	2.2 Identify harmful sexual offences and discuss how they would impact individuals. 2.3 Provide methods of reporting incidents of sexual offences and how to access support.	2.2 and 2.3 requires teaching to align with the new RSHE guidance
LO3	3.3 Describe how healthy behaviours before and during pregnancy support wellbeing. 3.4 Identify where support can be accessed regarding: • sexual and reproductive health • miscarriage • pregnancy loss.	LO 3.3 and 3.4 requires teaching to align with the new RSHE guidance.
LO4	4. Understand types of gender-based sexual violence. 4.1 Describe the following terms: • female genital mutilation (FGM) • virginity testing • hymenoplasty. 4.2 Describe ways these practices can harm an individual, including physical and emotional harm. 4.3 Discuss the offences associated with gender-based sexual violence practices, including assisting or failure to protect. 4.4 Describe where to access help or support regarding gender-based sexual violence practices.	LO 4.1, 4.2, 4.3 and 4.4 requires teaching to align with the new RSHE guidance.
LO5	No changes.	
LO6	No changes.	
LO7	No changes.	