

Surbiton High School Relationships and Sex Education (RSE)		Year Groups and Content Covered – see SoW for detail				
Topic (DfE statutory wording)	Skills and objectives (PSHE Association wording)					
Families		Y7	Y8	Y9	Y10	Y11
That there are different types of committed, stable relationships	<p>KS3 R1: about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>KS3 R36: the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>KS4 R1: the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>KS4 R4: the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p>	Autumn 1	Autumn 1 Spring 1	Spring 1 Spring 2	Autumn 1 Spring 1	Autumn 2
How these relationships might contribute to human happiness and their importance for bringing up children	<p>KS3 H2: to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>KS3 R36: the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>KS4 R2: the role of pleasure in intimate relationships, including orgasms</p> <p>KS4 R4: the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>KS4 R25: the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p>		Autumn 1 Spring 1	Spring 1	Spring 1	Autumn 2
what marriage is*, including its legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for	<p>KS4 R4: the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>KS4 R10: to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>					Autumn 2

example, in an unregistered religious ceremony						
why marriage is an important relationship choice for many couples and why it must be freely entered into	<p>KS3 R6: that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>KS4 R4: the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>KS4 R10: to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>KS4 R33: The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p>					Autumn 2
the characteristics and legal status of other types of long-term relationships	<p>KS3 R1: about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>KS4 R1: the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>KS4 R4: the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p>	Spring 2		Spring 2		Autumn 2
the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	<p>KS3 R35: the roles and responsibilities of parents, carers and children in families</p> <p>KS3 R36: the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>KS4 R25: the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p>			Summer 1	Spring 1 Spring 2	Autumn 2

<p>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>	<p>KS3 R2: indicators of positive, healthy relationships and unhealthy relationships, including online  KS3 R6: that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion  KS3 R23: the services available to support healthy relationships and manage unhealthy relationships, and how to access them  KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others  KS3 R38: to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied  KS3 R46: strategies to manage pressure to join a gang, exit strategies and how to access appropriate support  KS3 L23: to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views  KS3 L27: to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms  KS4 R2: the role of pleasure in intimate relationships, including orgasms  KS4 R17: ways to access information and support for relationships including those experiencing difficulties  KS4 R23: how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner  KS4 L24: that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events  KS4 L27: strategies to critically assess bias, reliability and accuracy in digital content</p>	<p>Autumn 1 Autumn 2 Spring 1</p>	<p>Autumn 2 Spring 1</p>	<p>Summer 2</p>	<p>Autumn 1 Spring 1 Spring 2</p>	<p>Autumn 2 Spring 2</p>
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Respectful relationships, including friendships		Y7	Y8	Y9	Y10	Y11
<p>the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>	<p>KS3 R2: indicators of positive, healthy relationships and unhealthy relationships, including online            KS3 R10: the importance of trust in relationships and the behaviours that can undermine or build trust            KS3 R13: how to safely and responsibly form, maintain and manage positive relationships, including online            KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)            KS3 R16: to further develop the skills of active listening, clear communication, negotiation and compromise            KS3 R19: to develop conflict management skills and strategies to reconcile after disagreements            KS3 R21: how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships            KS4 R1: the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality            KS4 R12: to safely and responsibly manage changes in personal relationships including the ending of relationships            KS4 R13: ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p>	<p>Autumn 1 Autumn 2</p>	<p>Autumn 1 Autumn 2 Spring 1</p>	<p>Spring 1 Summer 2</p>	<p>Autumn 1 Spring 1 Summer 1</p>	<p>Autumn 2 Spring 2</p>
<p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>KS3 R13: how to safely and responsibly form, maintain and manage positive relationships, including online            KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)            KS3 R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online            KS3 R42: to recognise peer influence and to develop strategies for managing it, including online            KS4 R30: to recognise when a relationship is abusive and strategies to manage this            KS4 R31: the skills and strategies to respond to exploitation, bullying, harassment and control in relationships            KS4 R34: strategies to challenge all forms of prejudice and discrimination            KS4 R36: skills to support younger peers when in positions of influence</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 2</p>	<p>Autumn 1 Autumn 2 Spring 1 Summer 2</p>	<p>Summer 1 Summer 2</p>	<p>Autumn 1 Spring 1 Summer 1 Spring 2</p>	<p>Spring 1 Spring 2</p>

<p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</p>	<p>KS3 R7: how the media portrays relationships and the potential impact of this on people’s expectations of relationships  KS3 R8: that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex  KS3 R39: the impact of stereotyping, prejudice and discrimination on individuals and relationships  KS3 R40: about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice  KS3 L10: to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations  KS4 L5: about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p>	<p>Autumn 2 Spring 2 Summer 2</p>	<p>Autumn 1 Spring 1 Spring 2</p>	<p>Autumn 1 Autumn 2 Spring 2</p>	<p>Autumn 1 Spring 1 Spring 2 Summer 1</p>	<p>Autumn 1 Spring 1 Spring 2</p>
<p>that in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</p>	<p>KS3 R2: indicators of positive, healthy relationships and unhealthy relationships, including online  KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)  KS4 R1: the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  KS4 R10: to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values  KS4 L29: to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2</p>	<p>Autumn 1</p>	<p>Autumn 2 Spring 2 Summer 2</p>	<p>Autumn 1 Spring 2 Summer 1</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2</p>
<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>	<p>KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)  KS3 R23: the services available to support healthy relationships and manage unhealthy relationships, and how to access them  KS3 R38: to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied  KS3 R40: about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice  KS4 R7: strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  KS4 R34: strategies to challenge all forms of prejudice and discrimination</p>	<p>Autumn 2 Spring 1 Spring 2</p>	<p>Autumn 2 Spring 1</p>	<p>Summer 2</p>	<p>Autumn 1</p>	<p>Spring 2</p>

<p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>	<p>KS3 R2: indicators of positive, healthy relationships and unhealthy relationships, including online          KS3 R25: about the law relating to sexual consent          KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others          KS4 R28: to recognise when others are using manipulation, persuasion or coercion and how to respond          KS4 R29: the law relating to abuse in relationships, including coercive control and online harassment          KS4 R30: to recognise when a relationship is abusive and strategies to manage this</p>	<p>Spring 1 Spring 2</p>	<p>Spring 1</p>	<p>Summer 1</p>	<p>Spring 2</p>	<p>Autumn 2 Spring 2</p>
<p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p>KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others          KS4 R16: to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help          KS4 R29: the law relating to abuse in relationships, including coercive control and online harassment          KS4 L15: about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>Spring 1</p>	<p>Spring 1</p>		<p>Spring 2</p>	
<p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<p>KS3 R40: about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice          KS3 R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online          KS3 L10: to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations          KS4 R5: the legal rights, responsibilities and protections provided by the Equality Act 2010          KS4 R6: about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them          KS4 L15: about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>Autumn 2 Spring 2 Summer 2</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2</p>	<p>Autumn 1 Spring 2 Summer 2  Henry Hudson LGBTQ+ Talk</p>	<p>Spring 2 Summer 1</p>	<p>Spring 2</p>

Online and media		Y7	Y8	Y9	Y10	Y11
<p>their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<p>KS3 R13: how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>KS3 L20: that features of the internet can amplify risks and opportunities, e.g., speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>KS3 L22: the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>KS4 R15: the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>KS4 R16: to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>KS4 L11: the benefits and challenges of cultivating career opportunities online</p> <p>KS4 L12: strategies to manage their online presence and its impact on career opportunities</p> <p>KS4 L22: that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>KS4 L23: strategies for protecting and enhancing their personal and professional reputation online</p>	Spring 1	Autumn 2 Spring 1 Spring 2	Spring 1 Summer 2	Autumn 1	Spring 2

<p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p>	<p>KS3 H30: how to identify risk and manage personal safety in increasingly independent situations, including online  KS3 R17: strategies to identify and reduce risk from people online that they do not already know, when and how to access help  KS3 R21: how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships  KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others  KS3 L20: that features of the internet can amplify risks and opportunities, e.g., speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity  KS3 L21: to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media  KS4 H22: ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online  KS4 R14: the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks  KS4 R22: to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences  KS4 L25: how personal data is generated, collected and shared, including by individuals, and the consequences of this</p>	<p>Spring 1</p>	<p>Spring 1</p>		<p>Autumn 1</p>	<p>Spring 2</p>
<p>not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them</p>	<p>KS3 R29: the impact of sharing sexual images of others without consent  KS3 R30: how to manage any request or pressure to share an image of themselves or others, and how to get help  KS3 L21: to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media  KS4 R22: to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences  KS4 L23: strategies for protecting and enhancing their personal and professional reputation online  KS4 L25: how personal data is generated, collected and shared, including by individuals, and the consequences of this</p>	<p>Spring 1</p>			<p>Autumn 1</p>	<p>Spring 2</p>



<p>what to do and where to get support to report material or manage issues online</p>	<p>KS3 R17: strategies to identify and reduce risk from people online that they do not already know, when and how to access help  KS3 R30: how to manage any request or pressure to share an image of themselves or others, and how to get help  KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others  KS3 L27: to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms  KS4 R14: the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks  KS4 R17: ways to access information and support for relationships including those experiencing difficulties  KS4 L23: strategies for protecting and enhancing their personal and professional reputation online</p>	<p>Spring 1</p>	<p>Spring 1</p>		<p>Autumn 1</p>	<p>Spring 2</p>
<p>the impact of viewing harmful content</p>	<p>KS3 H3: the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health  KS3 R7: how the media portrays relationships and the potential impact of this on people's expectations of relationships  KS3 R8: that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex  KS3 L25: to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them  KS4 H3: how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this  KS4 R8: to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>	<p>Spring 1</p>	<p>Spring 1</p>		<p>Autumn 1</p>	<p>Spring 2</p>

<p>that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner</p>	<p>KS3 R8: that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex  KS4 R8: to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>				Autumn 1	
<p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence that carries severe penalties including jail</p>	<p>KS3 R30: how to manage any request or pressure to share an image of themselves or others, and how to get help  KS4 R22: to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	Spring 1			Autumn 1	
<p>how information and data is generated, collected, shared, and used online</p>	<p>KS3 L20: that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity  KS3 L21: to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media  KS4 L22: that there are positive and safe ways to create and share content online and the opportunities this offers  KS4 L23: strategies for protecting and enhancing their personal and professional reputation online  KS4 L25: how personal data is generated, collected and shared, including by individuals, and the consequences of this  KS4 L26: how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p>	Spring 1			Autumn 1	

Being Safe		Y7	Y8	Y9	Y10	Y11
<p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p>	<p>KS3 H22: the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p> <p>KS3 R6: that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>KS3 R25: about the law relating to sexual consent</p> <p>KS3 R27: that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>KS4 H23: strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (drugs &amp; alcohol, violent crime &amp; gangs)</p> <p>KS4 R16: to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>KS4 R18: about the concept of consent in maturing relationships</p> <p>KS4 R19: about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>KS4 R28: to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>KS4 R29: the law relating to abuse in relationships, including coercive control and online harassment</p> <p>KS4 R30: to recognise when a relationship is abusive and strategies to manage this</p> <p>KS4 R31: the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>KS4 R32: about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p>	<p>Autumn 2 Spring 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Spring 2</p>	<p>Spring 2</p>

	<p>KS4 R33: The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>KS4 R37: to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p>					
<p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>	<p>KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>KS3 R26: how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>KS3 R27: that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>KS4 R18: about the concept of consent in maturing relationships</p> <p>KS4 R20: to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>KS4 R21: the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>KS4 R22: to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	<p>Spring 2</p>		<p>Spring 2 Summer 2</p>	<p>Spring 2</p>	<p>Autumn 2</p>

Intimate and sexual relationships, including sexual health		Y7	Y8	Y9	Y10	Y11
<p>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship</p>	<p>KS3 R2: indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>KS3 R10: the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>KS3 R14: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>KS3 R31: that intimate relationships should be pleasurable</p> <p>KS4 R1: the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>KS4 R2: the role of pleasure in intimate relationships, including orgasms</p> <p>KS4 R18: about the concept of consent in maturing relationships</p>	<p>Autumn 2</p> <p>Spring 1</p>	<p>Spring 1</p>	<p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<p>Spring 2</p>	<p>Autumn 2</p>
<p>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</p>	<p>KS3 H2: to understand what can affect wellbeing and resilience (e.g., life changes, relationships, achievements and employment)</p> <p>KS3 H36: that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>KS3 R13: how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>KS3 R18: to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>KS3 R33: the risks related to unprotected sex</p> <p>KS4 H2: how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>KS4 H6: about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>KS4 H26: the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>KS4 H27: about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>KS4 R24: the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p>					<p>Autumn 2</p>

<p>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p>	<p>KS4 H26: the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)          KS4 H30: about healthy pregnancy and how lifestyle choices affect a developing foetus          KS4 H31: that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors          KS4 H32: about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy          KS4 R24: the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support          KS4 R26: the reasons why people choose to adopt/foster children</p>					Autumn 2
<p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others</p>	<p>KS3 H5: to recognise and manage internal and external influences on decisions which affect health and wellbeing          KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances          KS3 R26: how to seek, give, not give and withdraw consent (in all contexts, including online)          KS3 R30: how to manage any request or pressure to share an image of themselves or others, and how to get help          KS3 R42: to recognise peer influence and to develop strategies for managing it, including online          KS4 H4: strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing          KS4 R3: respond appropriately to indicators of unhealthy relationships, including seeking help where necessary          KS4 R18: about the concept of consent in maturing relationships          KS4 R21: the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple          KS4 R28: to recognise when others are using manipulation, persuasion or coercion and how to respond</p>	Autumn 2	Summer 2	Summer 1 Summer 2	Spring 2	Autumn 2

<p>that they have a choice to delay sex or to enjoy intimacy without sex</p>	<p>KS3 R9: to clarify and develop personal values in friendships, love and sexual relationships          KS3 R11: to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships          KS3 R12: that everyone has the choice to delay sex, or to enjoy intimacy without sex          KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances          KS3 R25: about the law relating to sexual consent          KS4 R28: to recognise when others are using manipulation, persuasion or coercion and how to respond          KS3 R31: that intimate relationships should be pleasurable          KS4 R2: the role of pleasure in intimate relationships, including orgasms          KS4 R9: to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours          KS4 R10: to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values          KS4 R21: the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p>	<p>Spring 1</p>			<p>Spring 2</p>	<p>Autumn 2</p>
<p>the facts about the full range of contraceptive choices, efficacy, and options available</p>	<p>KS3 H35: about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)          KS3 H36: that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)          KS3 R33: the risks related to unprotected sex          KS4 H26: the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)          KS4 H29: to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services          KS4 R23: how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>			<p>Spring 2</p>	<p>Spring 2</p>	<p>Autumn 2           IT Happens Talk:          Keeping your Body Safe &amp; Sexual Health</p>

<p>The facts around pregnancy including miscarriage**</p>	<p>KS3 R33: the risks related to unprotected sex          KS3 R34: the consequences of unintended pregnancy, sources of support and the options available          KS4 H30: about healthy pregnancy and how lifestyle choices affect a developing foetus          KS4 H32: about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p>					<p>Autumn 2</p>
<p>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p>	<p>KS3 R34: the consequences of unintended pregnancy, sources of support and the options available          KS4 H33: about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice          KS4 R23: how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner          KS3 R24: that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances          KS4 R26: the reasons why people choose to adopt/foster children          KS4 R27: about the current legal position on abortion and the range of beliefs and opinions about it</p>				<p>Spring 2</p>	<p>Autumn 2</p>
<p>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p>	<p>KS3 H35: about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)          KS3 H36: that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)          KS3 R33: the risks related to unprotected sex          KS4 H27: about specific STIs, their treatment and how to reduce the risk of transmission          KS4 H28: how to respond if someone has, or may have, an STI (including ways to access sexual health services)          KS4 H31: that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors          KS4 R23: how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>			<p>Spring 2</p>	<p>Spring 2</p>	



<p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<p>KS3 H36: that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)  KS4 H27: about specific STIs, their treatment and how to reduce the risk of transmission  KS4 H28: how to respond if someone has, or may have, an STI (including ways to access sexual health services)  KS4 H31: that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p>			Spring 2	Spring 2	
<p>how the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p>KS3 H27: the personal and social risks and consequences of substance use and misuse including occasional use  KS4 H20: wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle  KS4 R20: to recognise the impact of drugs and alcohol on choices and sexual behaviour</p>			Spring 1		

<p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>KS3 H35: about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)  KS3 R23: the services available to support healthy relationships and manage unhealthy relationships, and how to access them  KS3 R34: the consequences of unintended pregnancy, sources of support and the options available  KS3 R37: the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others  KS4 H14: about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  KS4 H28: how to respond if someone has, or may have, an STI (including ways to access sexual health services)  KS4 H29: to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services  KS4 H32: about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy  KS4 H33: about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice:  KS4 R7: strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  KS4 R17: ways to access information and support for relationships including those experiencing difficulties  KS4 R24: the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support:  KS4 R32: about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p>			Spring 2	Spring 2	
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<b>The Law</b>	<b>When covered?</b>					
<b>Law (DfE statutory wording)</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>KS5</b>
<b>Marriage</b>					Autumn 2	
<b>Consent, including the age of consent</b>				Spring 2	Autumn 2	
<b>Violence against women and girls</b>					Spring 1	
<b>Online behaviours including image and information sharing (including, sexting, Youth-produced sexual imagery, nudes, etc)</b>	Spring 1	Spring 1		Autumn 1	Spring 1	
<b>Pornography</b>					Spring 1	
<b>Abortion</b>					Autumn 1	
<b>Sexuality</b>		Spring 2	Summer 2		Spring 2	
<b>Gender Identity</b>		Autumn 2 Spring 2			Spring 2	
<b>Substance misuse</b>		Spring 1	Spring 1		Spring 1	
<b>Violence and exploitation by gangs</b>						Spring 1 Summer 1
<b>Extremism/radicalisation</b>					Spring 2	
<b>Criminal exploitation (e.g., through gang involvement or 'county lines' drug operations)</b>		Spring 1			Spring 1	
<b>Hate crime</b>					Autumn 1 Spring 1	
<b>Female genital mutilation (FGM)</b>	Spring 2	Autumn 2				

We also have a range of expert speakers to cover RSE topics each year. These include: IT Happens Education, the RAP Project, LVA, Daniel Spargo-Mabbs Foundation and The Breck Foundation.