



## Relationships & Sex Education Wellbeing Curriculum - Key stage 3

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. They should experience and evaluate different ways that enables them to develop confidence and positive relationships based on mutual respect and to gain knowledge to make appropriate financial decisions. Learning through relationships and sex education promotes confidence, independent thinking and positive attitudes and dispositions.

Pupils should be taught about:

- R1. Different Relationships** - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) and to explore the range of positive qualities people bring to relationships;
- R2. Positive Relationships** - the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R3. Emotions and feelings in Relationships** - that relationships can cause strong feelings and emotions (including sexual attraction)
- R4. Media and Relationships** - that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R5. Different Types of Relationships** - including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R6. Long-Term Relationships** - the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R7. Commitment and Marriage** - that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R8. The Role of Family Members** - the roles and responsibilities of parents, carers and children in families
- R9. Dealing with Changes in Relationships Around You** - how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R10. The Importance of Friendship** - to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R11. What does it mean to be a girl/boyfriend?** - to understand what expectations might be of having a girl/boyfriend
- R12. Intimate Relationships** - to consider different levels of intimacy and their consequences and to acknowledge and respect the right not to have intimate relationships until ready
- R13. When is it right to have sex?** - about readiness for sex and the benefits of delaying sexual activity
- R14. The Importance of Consent** - that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected and how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent



# Relationships & Sex Education National Curriculum – KS3, KS4 & KS5



- R15. Consent and the Law** - about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- R16. Contraception** - about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- R17. Risks of Unprotected Sex** - about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R18. Sex and the Media** - to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- R19. Sexual Diversity** - about the difference between assigned/biological sex, gender identity and sexual orientation and to recognise that there is diversity in sexual attraction and developing sexuality
- R20. Correct Sexual Terminology** - the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R21. Disrespectful Language and Behaviour** - about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
- R22. Harassment and bullying** - to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R23. Support for Unhealthy Relationships** - the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- R24. Managing Peer Pressure** - to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
- R25. Consequences of Peer Pressure** - to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours and
- R26. Laws of Peer Pressure and Manipulation** - laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R27. Gang Peer Pressure** - about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R28. E-safety and Use of Images** - the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- R29. Privacy Rights** - to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- R30. Sexting** - how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence



## Relationships & Sex Education Wellbeing Curriculum - Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of positive mental, emotional, social and physical wellbeing at school and in their everyday lives which will be sustained into adult life. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that enables them to develop confidence and positive relationships based on mutual respect and to gain knowledge to make appropriate financial decisions. Learning through relationships and sex education promotes confidence, independent thinking and positive attitudes and dispositions.

Pupils should be taught about:

- R1. Managing Emotions and Feelings** - strategies to manage strong emotions and feelings
- R2. Positive Relationships** - the characteristics and benefits of positive, strong, supportive, equal relationships; that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- R3. Parenting Skills and Qualities** - their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
- R4. Abusive Relationships** - to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk;
- R5. Manage the Ending of Relationships** - safely and respectfully, managing changes in personal relationships including the ending of relationships
- R6. Effects of Exploitation** - to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R7. The Importance of Consent** - about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R8. The Impacts of Domestic Violence** - about the impact of domestic abuse (including sources of help and support)
- R9. Dealing with Changes in Relationships Around You** - the impact of separation, divorce and bereavement on families and adapting to change and about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R10. Sexual Diversity** - about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R11. Sex in the Media** - to understand the role of sex in the media and its impact on sexuality (e.g. pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R12. Manipulation** - to recognise when others are using manipulation, persuasion or coercion and how to respond



# Relationships & Sex Education National Curriculum – KS3, KS4 & KS5



**R13. Gender Equality** - to understand the hurtful influence of gender double standards and victim-blaming

**R14. The Impacts of Alcohol and Drugs on Sexual Behaviour** - to recognise the impact of drugs and alcohol on choices and sexual behaviour

**R15. Harassment in Society** - to manage unwanted attention in a variety of contexts (including harassment and stalking)

**R16. Contraception** - about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3

**R17. Unintended Pregnancies** - to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life);

**R18. Abortion** - about abortion, including the current legal position and the range of beliefs and opinions about it and the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

**R19. Adoption and Fostering** - the reasons why parents choose to adopt/foster or to place children for adoption/fostering

**R20. Fertility Levels in Different People** - can be damaged by some sexually transmitted infections, decreases with age and about the options open to people who are not able to conceive



## Relationships & Sex Education Wellbeing Curriculum - Key Stage 5

Teaching should build on the key stage 4 programme of study to deepen pupils' understanding of positive mental, emotional, social and physical wellbeing at school and in their everyday lives which will be sustained into adult life. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that enables them to develop confidence and positive relationships based on mutual respect and to gain knowledge to make appropriate financial decisions. Learning through relationships and sex education promotes confidence, independent thinking and positive attitudes and dispositions.

Pupils should be taught about:

- R1. Develop and Maintain Healthy Relationships** - differentiate between 'love' and 'lust'; understand what it means to be 'in love' and recognise and manage negative influence, manipulation and persuasion in a variety of contexts;
- R2. Manage the Ending of Relationships** - safely and respectfully
- R3. Abusive Relationships** - recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety; recognise, manage and escape from different forms of physical and emotional abuse; how and where to get self- support and support others to manage and escape from abuse
- R4. Consent in Relationships** - understand and value the qualities of consent in relationships and the moral and legal responsibility borne by the seeker of consent; the importance of respecting and protecting people's right to give, not give, or withdraw their consent and the legal consequences of failing to respect others' right to not give or to withdraw consent
- R5. Sexual Exploitation** - How to recognise and seek help in the case of sexual exploitation, assault or rape
- R6. Different forms of Pressure** - recognise and use language and strategies to manage pressure in a variety of forms and contexts (including online) and stalking; understand their rights and access support
- R7. The Timing of Parenthood** - understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations
- R8. The Importance of Contraception** - negotiate and if necessary assert the use of contraception with a sexual partner and understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it and how to access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it
- R9. Unintended Pregnancies** - access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
- R10. Sexual Harassment in the Workplace** - recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'

## RSE Lessons Breakdown – Key Stage 3

Year 7	Year 8	Year 9
<ol style="list-style-type: none"> <li>1. <b>Different Relationships</b> - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) and to explore the range of positive qualities people bring to relationships;</li> <li>2. <b>Positive Relationships</b> - the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</li> <li>3. <b>Emotions and feelings in Relationships</b> - that relationships can cause strong feelings and emotions (including sexual attraction)</li> <li>4. <b>The Role of Family Members</b> - the roles and responsibilities of parents, carers and children in families</li> <li>5. <b>Dealing with Changes in Relationships Around You</b> - how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li>6. <b>The Importance of Friendship</b> - to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li>7. <b>Identity and Diversity</b> - about the difference between assigned/biological sex, gender identity and sexual orientation and to recognise that there is diversity in sexual attraction and developing sexuality</li> <li>8. <b>Correct Sexual Terminology</b> - the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</li> <li>9. <b>Discrimination</b> – disrespectful language and behaviour about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</li> <li>10. <b>Knife Crime</b> - laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Different Types of Relationships</b> - including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</li> <li>2. <b>What does it mean to be a girl/boyfriend?</b> - to understand what expectations might be of having a girl/boyfriend</li> <li>3. <b>Long-Term Relationships</b> - the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> <li>4. <b>Commitment and Marriage</b> - that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</li> <li>5. <b>Media and Relationships</b> - that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships</li> <li>6. <b>Harassment and bullying</b> - to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</li> <li>7. <b>Support for Unhealthy Relationships</b> - the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</li> <li>8. <b>Managing Peer Pressure</b> - to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</li> <li>9. <b>Consequences of Peer Pressure</b> - to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</li> <li>10. <b>Gang Peer Pressure</b> - about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>E-safety and Use of Images</b> - the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li>2. <b>Privacy Rights</b> - to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</li> <li>3. <b>Sexting</b> - how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence</li> <li>4. <b>Sex and the Media</b> - to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</li> <li>5. <b>Intimate Relationships</b> - to consider different levels of intimacy and their consequences and to acknowledge and respect the right not to have intimate relationships until ready</li> <li>6. <b>When is it right to have sex?</b> - about readiness for sex and the benefits of delaying sexual activity</li> <li>7. <b>The Importance of Consent</b> - that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected and how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</li> <li>8. <b>Consent and the Law</b> - about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> <li>9. <b>Contraception</b> - about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships</li> <li>10. <b>Risks of Unprotected Sex</b> - about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances</li> </ol>

## RSE Lessons Breakdown – Key Stage 4 & 5

Year 10	Year 11	Sixth Form
<ol style="list-style-type: none"> <li>1. <b>Managing Emotions and Feelings</b> - strategies to manage strong emotions and feelings</li> <li>2. <b>Positive Relationships</b> - the characteristics and benefits of positive, strong, supportive, equal relationships; that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> <li>3. <b>Abusive Relationships</b> - to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk;</li> <li>4. <b>Manage the Ending of Relationships</b> - safely and respectfully, managing changes in personal relationships including the ending of relationships</li> <li>5. <b>The Importance of Consent</b> - about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3; how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> <li>6. <b>The Impacts of Domestic Violence</b> - about the impact of domestic abuse (including sources of help and support)</li> <li>7. <b>Sexual Diversity</b> - about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>8. <b>Dealing with Relationship Breakdowns</b> - the impact of separation, divorce and bereavement on families and adapting to change and about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</li> <li>9. <b>Sex in the Media</b> - to understand the role of sex in the media and its impact on sexuality (e.g. pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> <li>10. <b>Gender Equality</b> - to understand the hurtful influence of gender double standards and victim-blaming.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Consent and Safe Sex</b> - the pro’s and con’s of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</li> <li>2. <b>STIs</b> - the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.</li> <li>3. <b>Gender and Language</b> - the difference between gender and sex and how everyone has different variants of sexual orientation, expression, gender and identity.</li> <li>4. <b>Teenage Pregnancies</b> - options available to young people who find themselves in this situation, where help can be found and what help is available.</li> <li>5. <b>Same Sex Relationships</b> - the challenges that people in same sex relationships face and the meaning of LGBTQAI+</li> </ol>	<p><b>Year 12</b></p> <ol style="list-style-type: none"> <li>1. <b>Body Image and Mental Health</b> - how media images are often unattainable and whether or not the situation is getting better or worse.</li> <li>2. <b>Coercive Control</b> - the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.</li> <li>3. <b>Abusive Relationships</b> - ‘red flags’ that someone may be in an abusive relationship and describe how a person in an abusive relationship could receive help.</li> <li>4. <b>LGBT</b> - the difference between these identities and use the new terms articulately and in the correct context.</li> <li>5. <b>Sexting</b> - the dangers of sexting and describe the social and the legal consequences of sexting.</li> </ol> <p><b>Year 13</b></p> <p><b>Revision for A-level Exams/Could refer to PSHCE Unit 6 – Revision Support</b></p>