



Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Academy level contribution:	All Academies	
CEO approval:	Sean Kelly	Date:
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LGB Cluster consultation (where applicable):		Date:
Joint Negotiating Council (JNC) consultation (where applicable):		Date:
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1. Introduction

1.1 The aims of relationships and sex education (RSE) within the trust's Academies are to:

- (a) Support the development of confidence, challenge, curiosity, character and creativity
- (b) Provide a framework in which sensitive discussions can take place
- (c) Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- (d) Create a positive culture around issues of sexuality and relationships
- (e) Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements/framework

2.1 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

2.2 Other linked statutory guidance/policy:

- (a) Children and Social work act 2017
- (b) Education Act 1996

2.3 We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

3. Policy Development

3.1 Due to the COVID-19 situation the trust has been unable to engage stakeholders in a way we would have wished but this will be a priority at the next review. However, stakeholders were involved by the following:

- (a) A draft of the policy was shared with all staff and the Standards & Achievement Committee, where feedback was invited
- (b) The policy has been made available to parent/carer(s), and feedback welcomed
- (c) Any feedback received was considered and changes made to curriculum delivery, if deemed appropriate

3.2 Policy review and future developments:

The trust is committed to working with and consulting all stakeholders in relation to RSE. It recognises the importance of working “with”, as opposed “To”, and with this in mind, during the Spring term 2022/23, all stakeholders will have greater involvement in reviewing and developing this policy.

4. Definitions

- (a) RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- (b) RSE involves a combination of sharing information, and exploring issues and values
- (c) RSE is not about the promotion of sexual activity

Note: It is only statutory for primary aged pupils to be taught relationship education.

5. Curriculum

5.1 Each of the academies within the Trust follow Jigsaw – the mindful approach to PSHE (appendix 1). There is at least one session per week of Jigsaw delivery within each academy’s curriculum.

5.2 As noted above, primary sex education is not compulsory in primary schools, and this up to the individual academy to determine whether any additional context on sex education is needed to be covered, in order to meet the needs of the pupils. Parent/carers will be informed and have the opportunity to opt their child out of these sessions (see section 9).

5.3 Please note, in order to reflect the nature of the academies and needs of the pupils, the academies may adapt and modify the curriculum programme.

6. Delivery of RSE

6.1 RSE is taught within the academies through a number of ways:

- (a) Through topic and a thematic curriculum
- (b) Within the personal, social, health and economic (PSHE) education curriculum
- (c) Biological aspects of RSE may be taught within the science curriculum, and other aspects are included in religious education (RE)
- (d) Pupils may also receive stand-alone sex education sessions delivered by a trained health professional

7. What is covered (statutory)

7.1 Primary aged pupils

7.1.1 Relationships Education and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- (a) Families and people who care for me
- (b) Caring friendships
- (c) Respectful relationships
- (d) Online relationships
- (e) Being safe
- (f) Mental wellbeing,
- (g) Internet safety and harms
- (h) Physical health and fitness
- (i) Drugs, alcohol and tobacco
- (j) Health and prevention
- (k) Basic first aid
- (l) Changing adolescent body

7.2 Secondary aged pupils

7.2.1 The curriculum focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- (a) Families
- (b) Respectful relationships, including friendships
- (c) Online and media
- (d) Being safe
- (e) Intimate and sexual relationships, including sexual health
- (f) Mental wellbeing
- (g) Internet safety and harms
- (h) Physical health and fitness
- (i) Healthy eating
- (j) Drugs, alcohol and tobacco
- (k) Health and prevention
- (l) Basic first aid
- (m) Changing adolescent body

7.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent

families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7.4 Pupils with SEND:

7.4.1 Individual needs and a pupil's developmental age will be taken into consideration when teaching RSE. This could mean delivery may have to be bespoke for pupils with SEND.

8. Roles and responsibilities

8.1 The Board of Trustees

- (a) The Board of Trustees approve the RSE policy
- (b) The Local Governing Body Clusters hold the Principals to account for its implementation.

8.2 The Principal

8.2.1 The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see paragraph 9.1/9.2)

8.3 Staff

- (a) Delivering RSE in a sensitive way
- (b) Modelling positive attitudes to RSE
- (c) Monitoring progress.
- (d) Responding to the needs of individual pupils
- (e) Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE
- (f) Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal

8.4 Due to the nature of the settings within the trust, all teaching staff could be required to teach RSE.

8.5 Pupils

8.5.1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents right to withdraw

9.1 Primary aged pupils

- (a) Parents do not have the right to withdraw their children from relationships education.
- (b) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE
- (c) Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal
- (d) Alternative work will be given to pupils who are withdrawn from sex education

9.2 Secondary aged pupils

- (a) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this
- (b) Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal
- (c) A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action
- (d) Alternative work will be given to pupils who are withdrawn from sex education

10. Training

10.1 Staff are trained on the delivery of RSE through the individual academies continuing professional development calendar.

10.2 The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

11.1 The delivery of RSE is monitored by each Principal through:

- (a) Learning walks
- (b) Lesson observations
- (c) Work scrutiny
- (d) Pupil, parent/carer voice

(e) Staff voice

11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

12. Policy Review

12.1 This policy will be reviewed annually.

Appendix 1



Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.



Relationships Education By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R1) that families are important for children growing up because they can give love, security and stability					1	1					1	
(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives					1						1	
(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care					1						1	
(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up					1						1	
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											1	
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6					1,4	

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Relationships Education By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6			3	
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6			6	
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5			5			3	
(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2,5			6			3	
(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		5			2,4,5			4			5	



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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4		5	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2			5
	(R16) 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 those in positions of authority	3,6	1,2	3		4,6		2-4	4-6	3-6		2-5	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3,4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1,2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4	2	4,5	4-6		2,4	5

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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website		4			4	
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous					Additional lesson on website		3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					Additional lesson on website		3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					Additional lesson on website						
(R24) how information and data is shared and used online												

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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						2		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						1,2,4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					1-6		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough												



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits											
	(H12) about the benefits of rationing 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									2		
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private							3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted											
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health							3			3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted											
	(H17) where and how to report concerns and get support with issues online							4				

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle			1-6						1-3, 5,6		
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise			1,2						1,2		
	(H20) the risks associated with an inactive lifestyle (including obesity)									1,6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5					3		
Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)			2						4,5		
	(H23) the principles of planning and preparing a range of healthy meals			2						4,5		
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)			6						4,5		

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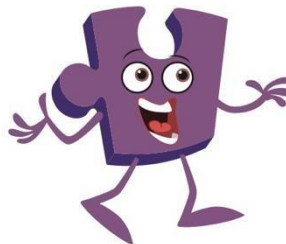
Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination													
				Additional lesson on website (suitable for KS1)						Additional lesson on website (suitable for KS1)			
				1,2						2			
				3,6									



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle						4						3,4





Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1			1	5				6		1,2
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		1			1	5						1,2
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		1			1	5				6		1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	

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Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2					2,5	4	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		3,4			3		2	2,3		1,2,5,6	4	

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Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) 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 those in positions of authority	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4				2,6	4,6	



Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		2,5		
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	4	5		5	3			2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3							
(R24) how information and data is shared and used online				4,5	3								





Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5					5			
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic firm aid	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6					6			
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2								
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6								
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		2-4		4,5	3			4			2	
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough											3	



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits			4,5	3							
	(H12) about the benefits of rationing 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				3							
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		5			3		3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted				3							
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health		5			3						
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3						
	(H17) where and how to report concerns and get support with issues online				3,4	3						



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Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle			1,2,6								
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise			1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity)			1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health			3-5						3,4		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)			1,2								
	(H23) the principles of planning and preparing a range of healthy meals			1,2								
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)			1,2						4		

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						3,4		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination										3,4			
				Additional lesson on website (KS2)						Additional lesson on website (KS2)			
				2									



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				4								

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4						2,3
						3,4						3





Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11							
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability												3	
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives													
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care								2					
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up													3,4
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3											
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4			4



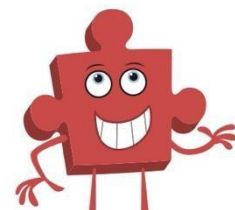
Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		3,4									4	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed						2,6		3,4		3,4	5	



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(R16) 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 those in positions of authority	2	1	4	4	2,3			5,6	6	5,6		5
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		4			2			4			4	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3			6	4	4,5



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous					2-6		3				5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	





Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					2,3	1			6	4-6		
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1			1,6	1,2	1,5	
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know										4-6		
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3					5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		3,4		3	2,3					1-6	1-4	1-6
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough				4-6	2,3	1		1,2		1-6	1-3	1, 5,6



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				2-6						5,6		
	(H12) about the benefits of rationing 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.				2-6				5,6	5,6			
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private				2-6			3,4			5,6		
	(H14) why social media, some computer games and online gaming, for example, are age restricted				2-6						5,6		
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health				2-6						5,6		
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted				2-6						5,6		
	(H17) where and how to report concerns and get support with issues online				2-6			3,4		1-6	1-6		



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle			6		1				1,5,6	1,2	
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise			6					1,5,6			
	(H20) the risks associated with an inactive lifestyle (including obesity)			6					6			
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6					1,6	1,2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)											
	(H23) the principles of planning and preparing a range of healthy meals											
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2					1,2		



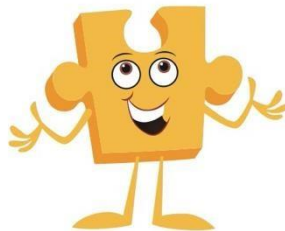
Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						2		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination													
				Additional lesson on website (KS2)						Additional lesson on website (KS2)			
					5					5,6			
				Additional lesson on website (KS2)									
												1	



Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				3								
				3								

Physical Health and Mental Wellbeing By the end of Primary pupils should know:	Year 5 - Ages 9-10						Year 6 - Ages 10-11					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle						2-4						2
						2						2,3





Jigsaw PSHE 11-16 (second edition, published 2020) is completely compliant with DfE statutory RSHE requirements for England (2019).

The grid below shows which Jigsaw lessons (shown by the numbers) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.

RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMa) that there are different types of committed, stable relationships	5				2,3	3					2	1,2
	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children						2,3						1,2
	(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony						2,3	5					

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into							5					
	(FAMe) the characteristics and legal status of other types of long-term relationships						3						2
	(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting						3						
	(FAMg) 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	4,5											1

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	[RRa] 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	5				1,2 3,5		2	4			2,3 4	1,2
	[RRb] practical steps they can take in a range of different contexts to improve or support respectful relationships	5,6	1,2 3,5			1,2 3,5		4				2,6	



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	[RRc] 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)		3,4					3	3,4				
	[RRd] 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		1,4			5		3	1,2 3,4			2,4 6	1,2



RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	[RRe] about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		1,4 5					4,5				4	
	[RRf] that some types of behaviour within relationships are criminal, including violent behaviour and coercive control											2,4 6	
	[RRg] what constitutes sexual harassment and sexual violence and why these are always unacceptable												
	[RRh] 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		4					5	3,4 5				

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RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE AND MEDIA (OM)	[OMa] their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	4,6				5	4			3		1,5	3,4
	[OMb] 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	4				5			3			1,5	
	[OMc] not to provide material to others that they would not want shared further and not to share personal material which is sent to them	4										5	4
	[OMd] what to do and where to get support to report material or manage issues online	4,6								3			1,2 5

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
ONLINE AND MEDIA (OM)	(OMe) the impact of viewing harmful content	4							3			4
	OMJ 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 partners											4
	(OMg) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail											4
	(OMh) how information and data is generated, collected, shared and used online	4									5	

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE (BS)	(BSa) 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					1	1					5	1
	(BSb) 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)					1,5						2	

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RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRa) 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					1,2 3	3,4					2	1,2
	(ISRb) 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						1,5						1,2 3
	(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause						1,2						



RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRd) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	3				5						6	
	(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex						3						1,2
	(ISRf) the facts about the full range of contraceptive choices, efficacy and options available												
	(ISRg) the facts around pregnancy including miscarriage						2						



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISR) 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)						2							
	(ISR) 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													
	(ISR) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment													



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISR) how the use of alcohol and drugs can lead to risky sexual behaviour												5	
	(ISR) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment						1,2							



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MENTAL WELLBEING (MW)	(MWb) how to talk about their emotions accurately and sensitively, using appropriate vocabulary	2	1,2		1			4	1		2	2	1,2 3
	(MWb) that happiness is linked to being connected to others	3	1			2,3	5	1	5			2,4	1,2 3
	(MWc) how to recognise the early signs of mental wellbeing concerns				1,2					5,6	2		
	(MWd) common types of mental ill health (e.g. anxiety and depression)				1,2						2		
	(MWe) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	3		3,4 5,6	1,2 3,4 5	5		4	2,4	4,5 6			4,5
	(MWf) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness				2,4					5		1	

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTERNET SAFETY AND HARMS (IS)	(ISa) 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	4				4				6		1	4
	(ISb) 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	5,6				5			1,4 5			6	

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PHYSICAL HEALTH AND FITNESS (PH)	[PHa] the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress				1,2,4						1,2		
	[PHb] the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health				4						1		
	[PHc] about the science relating to blood, organ and stem cell donation												

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTHY EATING (HE)	[HEa] how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer										1		

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
DRUGS, ALCOHOL AND TOBACCO (DAT)	(DATa) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions				3					3,4		
	(DATb) the law relating to the supply and possession of illegal substances				3					4		
	(DATc) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood				3					3		5
	(DATd) the physical and psychological consequences of addiction, including alcohol dependency				3							

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)					Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
DRUGS, ALCOHOL AND TOBACCO (DAT)	(DATe) awareness of the dangers of drugs which are prescribed but still present serious health risks				3							
	(DATf) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so				3					3		

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me		
HEALTH AND PREVENTION (HP)	(HPa) about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics														
	(HPb) about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist									1					
	(HPc) (late secondary) the benefits of regular self-examination and screening														
	(HPd) the facts and science relating to immunisation and vaccination				5						5				
	(HPe) the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn				4						1				

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
BASIC FIRST AID (BFA)	(BFAa) basic treatment for common injuries													
	(BFAb) life-saving skills, including how to administer CPR			6										
	(BFAc) the purpose of defibrillators and when one might be needed													

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
CHANGING ADOLESCENT BODY (CAB)	(CABa) key facts about puberty, the changing adolescent body and menstrual wellbeing						1,2						
	(CABb) the main changes which take place in males and females, and the implications for emotional and physical health						1,2						



RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMa) that there are different types of committed, stable relationships											3	4
	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children					1,4		6				3	4
	(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony											1,3	4
	(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into											1	4



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMe) the characteristics and legal status of other types of long-term relationships										3	4
	(FAMi) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting											
	(FAMg) 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	1	1					5				5



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	(RRa) 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	1,4,5	3									
	(RRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	1,4	6				4,6	4	1,3		3	4,5



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL FRIENDSHIPS (RR) [RRc] 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)		1,2 4,6	5		2	1		1,2,4				3,4
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR) [RRd] 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	1,4	5,6	3,4				1			3		1,3 4,5



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL FRIENDSHIPS (RR) [RRe] about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	2	1,4					4				5	
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR) [RRf] that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	1,2,5	5			2,4		4				5	
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR) [RRg] what constitutes sexual harassment and sexual violence and why these are always unacceptable											5	
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR) [RRh] 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		1,2	4					1,2				3,4



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE AND MEDIA (OM)	(OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	3	4					3,4		3		4	
	(OMb) 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	3	4			3		3,4		3		4	
	(OMc) not to provide material to others that they would not want shared further and not to share personal material which is sent to them							3,4					
	(OMd) what to do and where to get support to report material or manage issues online		4					3,4					



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE AND MEDIA (OM)	(OMe) the impact of viewing harmful content					3		4				4	
	(OMf) 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 partners					3						4	
	(OMg) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail					3		4				4	
	(OMh) how information and data is generated, collected, shared and used online							3					



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE (BS)	(BSa) 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	1,2				3,4		4				5	
	(BSb) 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)	5				4						3	



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRa) 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	1,5				1		6		1		1,3	5
	(ISRb) 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					2,4 5,6				4,5		3	
	(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause					4							



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)					Year 10 (Ages 14-15)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRd) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	1,3		5		2,6						5	
	(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex					2						3,5	
	(ISRf) the facts about the full range of contraceptive choices, efficacy and options available					4							
	(ISRg) the facts around pregnancy including miscarriage												

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)					Year 10 (Ages 14-15)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRh) 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)					5							
	(ISRi) 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					5					6		
	(ISRj) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment					5					6		

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RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 9 (Ages 13-14)					Year 10 (Ages 14-15)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRk) how the use of alcohol and drugs can lead to risky sexual behaviour	3			2						3		
	(ISRl) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	3				2,4 5							

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)					Year 10 (Ages 14-15)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MENTAL WELLBEING (MW)	(MWa) how to talk about their emotions accurately and sensitively, using appropriate vocabulary	3,5	2,3 4	1,3 4	1	2	2,4	2	5		1,2	1,2 3	1,2 3,4 5
	(MWb) that happiness is linked to being connected to others	1	3			1		3	3	1	2	1,3	5
	(MWc) how to recognise the early signs of mental wellbeing concerns		2,3 4	4,5			1		5	3,5	2,4	2	3,4 5
	(MWd) common types of mental ill health (e.g. anxiety and depression)			5			1	2		5	4		5
	(MWe) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	1	4	4,5 6			1,2 4			3,4 5		2,5	1,2 3,4 5
	(MWf) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness						3			2,4	2,4		

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTERNET SAFETY AND HARMS (IS) [ISa] 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	3	4	4,5		3		3,4		3		4	1
[ISb] 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	3	4					3,4	5			4	

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:	Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PHYSICAL HEALTH AND FITNESS (PH) [PHa] the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress						1,3			2,4 5	4		
[PHb] the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health				1		1,3		6	2,5	5		
[PHc] about the science relating to blood, organ and stem cell donation									5	5		

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PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
HEALTHY EATING (HE)	(HEa) how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer							6	4,5			



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
DRUGS, ALCOHOL AND TOBACCO (DAT)	(DATa) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	3			2,3 4,5						3	
	(DATb) the law relating to the supply and possession of illegal substances	3			3						3	
	(DATc) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	3			2,4						3	
	(DATd) the physical and psychological consequences of addiction, including alcohol dependency				2							



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DRUGS, ALCOHOL AND TOBACCO (DAT)	(DATe) awareness of the dangers of drugs which are prescribed but still present serious health risks				5						3		
	(DATf) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so				3						3		



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH AND PREVENTION (HP)	(HPa) about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics												
	(HPb) about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist										1		
	(HPc) (late secondary) the benefits of regular self-examination and screening										1		



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH AND PREVENTION (HP)	(HPd) the facts and science relating to immunisation and vaccination												
	(HPe) the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn				1		3		6	4	1		



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)						Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BASIC FIRST AID (BFA)	(BFAa) basic treatment for common injuries												
	(BFAb) life-saving skills, including how to administer CPR				4								
	(BFAc) the purpose of defibrillators and when one might be needed												



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 9 (Ages 13-14)					Year 10 (Ages 14-15)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
CHANGING ADOLESCENT BODY (CAB)	(CABa) key facts about puberty, the changing adolescent body and menstrual wellbeing					5						5
	(CABb) the main changes which take place in males and females, and the implications for emotional and physical health					2,5						5

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RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMa) that there are different types of committed, stable relationships	2	n/a	4		1	n/a
	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children	2	n/a	4		1	n/a
	(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	2	n/a	4			n/a
	(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into	2	n/a	4			n/a
	(FAMe) the characteristics and legal status of other types of long-term relationships	2	n/a	4			n/a
	(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting		n/a	4			n/a
	(FAMg) 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		n/a	4,5		3	n/a

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS (RR)	(RRa) 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.		n/a	3		4	n/a
	(RRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	2	n/a	5		1	n/a
	(RRc) 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)	2	n/a			2,3	n/a
	(RRd) 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		n/a			2,3	n/a
	(RRe) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		n/a			2,3 4	n/a
	(RRf) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	2,3 4	n/a			5	n/a
	(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable		n/a		5	5	n/a
	(RRh) 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	3	n/a			2,3	n/a

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE AND MEDIA (OM)	(OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	4	n/a			3	n/a
	(OMb) 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	4	n/a				n/a
	(OMc) not to provide material to others that they would not want shared further and not to share personal material which is sent to them	4	n/a				n/a
	(OMd) what to do and where to get support to report material or manage issues online	4	n/a	5		3	n/a
	(OMe) the impact of viewing harmful content	4	n/a				n/a
	(OMf) 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 partners	4	n/a				n/a
	(OMg) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	4	n/a				n/a
	(OMh) how information and data is generated, collected, shared and used online	4	n/a				n/a

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RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE (BS)	(BSa) 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	2	n/a		3,5	5	n/a
	(BSb) 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)	2,3	n/a		3	1	n/a



RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (ISR)	(ISRa) 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		n/a			1	n/a
	(ISRb) 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		n/a		2,3 4,5		n/a
	(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause		n/a		4		n/a
	(ISRd) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		n/a		3,5	1,4	n/a
	(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex	2	n/a			1	n/a
	(ISRf) the facts about the full range of contraceptive choices, efficacy and options available		n/a		2		n/a
	(ISRg) the facts around pregnancy including miscarriage		n/a		4		n/a
	(ISRh) 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)		n/a		4		n/a
	(ISRi) 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		n/a		2		n/a
	(ISRj) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		n/a		2		n/a
	(ISRk) how the use of alcohol and drugs can lead to risky sexual behaviour		n/a		5		n/a
	(ISRl) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment		n/a		4,5	1	n/a



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MENTAL WELLBEING (MW)	(MWa) how to talk about their emotions accurately and sensitively, using appropriate vocabulary		n/a	1	2	1	n/a
	(MWb) that happiness is linked to being connected to others		n/a	4		1	n/a
	(MWc) how to recognise the early signs of mental wellbeing concerns		n/a	1	1	4	n/a
	(MWd) common types of mental ill health (e.g. anxiety and depression)		n/a	1	1		n/a
	(MWe) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	2	n/a	2,5		4	n/a
	(MWf) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness		n/a	1			n/a



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTERNET SAFETY AND HARMS (IS)	(ISa) 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	4	n/a			3	n/a
	(ISb) how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	4	n/a			3	n/a



PHYSICAL HEALTH AND MENTAL WELLBEING By the end of Secondary pupils should know:		Year 11 (Ages 15-16)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PHYSICAL HEALTH AND FITNESS (PH)	[PHa] the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress		n/a	1			n/a
	[PHb] the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health		n/a				n/a
	[PHc] about the science relating to blood, organ and stem cell donation		n/a				n/a

Appendix 2 – by the end of primary school aged pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security, and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

	<ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources
Mental wellbeing	<ul style="list-style-type: none"> • That mental well-being is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing 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 well-being. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age-restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	<ul style="list-style-type: none"> • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, and viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual well-being including the key facts about the menstrual cycle

Appendix 3- by the end of secondary school aged pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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>Online and media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared, and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • 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 • 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>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressuring others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy, and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour

	<ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental well-being concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental well-being and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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.
Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental well-being, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

	<ul style="list-style-type: none"> • About the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low-risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. 38 • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.15 • The purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

** It must be noted pupils with SEND may experience a bespoke RSE curriculum that is considerate to their needs and development age.

Appendix 4– Parent form - withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school

Agreed actions from discussion with parents	
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