

	Primary	Secondary	7	8	9	10	11	12	13	
Relationship Education										
<p>Families and people who care for me</p> <p>Families</p>	<p>Families and their links to love, security and stability. Characteristics of healthy family life, commitment, difficulty, protection and care for children and other family members; spending time together and sharing each other’s lives.</p> <p>Respect differences in other’s families and know that other children’s families are also characterised by love and care.</p> <p>Stable, caring relationships, which may be of different types.</p> <p>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>	Types of stable, committed relationships and their contribution to human happiness and their importance for bringing up children.	2b		3a	2a	2a			
		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.			3a		2a			
		Why marriage is an important relationship choice for many couples and why it must be freely entered into.			3a		2a			
		Characteristics and legal status of other types of long-term relationships.			3a					
		Roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.			1b 3a		2b	2a		
		Judging when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help	2b				1b 2b			
<p>Caring friendships/ respectful relationships</p> <p>Respectful relationships, including friendships</p>	<p>Friendships in making us feel happy and secure, and how people choose and make friends.</p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Healthy friendships do not make others feel lonely or excluded.</p> <p>Friendships have ups and downs, which can be worked through to be repaired or strengthened. Resorting to violence is never right.</p>	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.	1a 2a 2b	1a	2a	1a 1b 2a 3b				
		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).	2a	2a	2a					
		In school and in wider society, 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.	1a 2a 2b 3a	2a	1b	1b 2b				

	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.	Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	2a		1b	2b 3b			
		Some behaviours within relationships are criminal, including violent behaviour and coercive control.		2a	3a	2a 2b 3b		2a	1a 1b
	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 to improve or support respectful relationships. Conventions of courtesy and manners. Self-respect and happiness. In school and in wider, expect to be treated with respect by others, and show respect to others, including those in positions of authority.	What constitutes sexual harassment and sexual violence and why these are always unacceptable.				2a		2a	1a 1b
	Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Stereotype is, and how stereotypes can be unfair, negative or destructive. Permission-seeking and giving in relationships with friends, peers and adults.	Legal rights and responsibilities regarding equality (with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	2a	2a		2b 3b	2a		
Online relationships	People sometimes behave differently online, including by pretending to be someone they are not.	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.		3a	3b	2a		2a	
	Principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	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.		2b 3a	1b 3b	2a2b		2a	

	Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.		2b 3a	1b 3b	2a			
	Consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	What to do and where to get support to report material or manage issues online.		2b 3a		2a 2b			
	How information and data is shared and used online.	The impact of viewing harmful content.		2b 3a		2a			
		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.		2b		2a 2b			
		Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.		3a					
		How information and data is generated, collected, shared and used online.			1b 3a	3a			
Being safe	Boundaries in friendships with peers and others (including in a digital context). 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. A person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	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.		2b	1b 2a	2a			2b
	Responding safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To recognise and report feelings of being unsafe or feeling bad about any adult. Asking for advice or help for themselves or others. Reporting concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.	Actively communicating and recognising consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	2b	2b	2a	2a			2b

Intimate and sexual relationships, including sexual health	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.	2b		2a 3a	1b 2a 2b		2a	
	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.	2b		2a	2a	2a		
	Facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.					2a	1a	
	Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			2a	2a		1a 2a	
	The choice to delay sex or to enjoy intimacy without sex.				2a		1a	
	Contraceptive choices, efficacy and options available.		2b	2a	2a	2a	1a	
	Facts around pregnancy including miscarriage.					2a		
	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).					2a		
	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.			2a	2a		1a	2b
	The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			2a	1a		1a	2b
	Alcohol and drugs use and the links to risky sexual behaviour.		1b		1a1b			
	Where to access confidential sexual and reproductive health advice and treatment.			2a				

Physical Health and Wellbeing

Mental wellbeing	Mental and Physical health and daily life. Normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience.	Discuss emotions accurately and sensitively, using appropriate vocabulary.	2a	1a	1b	1a	2a	1a	2a
	Recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Happiness is linked to being connected to others.	1a	1a	1b	1b	2a	1a	2a
	Judging feelings and how they are behaving is appropriate and proportionate.	Recognising early signs of mental wellbeing concerns.	1b	1a	1b	1a		1a	2a
	Physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Types of mental ill health (e.g. anxiety and depression). Critically evaluating when something they do or are involved in has a positive or negative effect on their own or others' mental health.	1b	1a		1a		1a	2a
	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 and seek support. Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Seeking 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). Mental ill health, the right support and recovery.	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	1b	1a	1a	1a		1a	

Internet safety and harms	<p>The internet is an integral part of life and has many benefits, 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.</p> <p>The effect of their online actions on others, recognising and displaying respectful behaviour online. Keeping personal information private.</p> <p>Social media, and online gaming and age restrictions.</p> <p>Negative elements of the internet - online abuse, trolling, bullying and harassment and the impact on mental health.</p> <p>Understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>	<p>Similarities and differences between the online world and the physical world; 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.</p>	1a	3a	1b 3b	1a 1b 2a	2b	1b	
	<p>Identifying harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	2a		1b	1a1b2a 2b				
Physical health and fitness	<p>Mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>Positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	1b	1a	1a			1a 1b	
		<p>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.</p>	1b	1a	1a	1a		1a 1b	
		<p>The science relating to blood, organ and stem cell donation.</p>					2b		
Healthy eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p>	<p>Maintaining healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>	1b	1a	1a	1a			

	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	Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	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.		1b 3b	1b	1b			2a
		Physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.		1b	1a	1a1b			2a
		Physical and psychological consequences of addiction, including alcohol dependency.		1b	1a	1b			2a
		Awareness of the dangers of drugs which are prescribed but still present serious health risks.							2a
		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.		1b			2b		
Health and prevention	Recognising early signs of physical illness, such as weight loss, or unexplained changes to the body. 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. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Facts and science relating to allergies, immunisation and vaccination.	Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	1b						
		Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	1b						
		The benefits of regular self-examination and screening.				1a			
		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.	1b	1a	1a	1a			

Basic first aid	Making clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Treatment for common injuries.	1b			1b	2b	1b	
		Life-saving skills, including how to administer CPR.	1b			1b	2b	1b	
		Defibrillators and when one might be needed.	3b	3b		1b		1b	
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstrual wellbeing including the key facts about the menstrual cycle	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	1b						
		Changes which take place in males and females, and the implications for emotional and physical health.	1b			1a	2a		
RS		A – Relationships and Families B – Religion and Life C – Existence of God and Revelation D – Religion and peace and conflict E – Religion, Crime and Punishment F – Religion, Human Rights and Social Justice		3b (E)	2a (A) 3a (A)	2a (A) 2b (F) 3b (F)	2a (B)		
British Values		Democracy Covered across 7-13 in Assembly		2a 2b	3a	3b			
British Values		Rule of Law Covered across 7-13 in Assembly	2b 3a	1b 2b 3b	1b 2a 3b	1b 3b	2a		
British Values		Individual Liberty Covered across 7-13 in Assembly	1b 2b 3b	2a 2b 3a	1a 1b 2b 3a 3b	1a 2a 3a 3b	1b 2a 2b		
British Values		Mutual Respect Covered across 7-13 in Assembly	1a 2a 2b	2a	2a 2b 3b	2b 3b	2a		
British Values		Acceptance of other beliefs and faiths. Covered across 7-13 in Assembly	2a		3a 3b	2a 3b	2a		
Health and Wellbeing		Emotional wellbeing: recognising and dealing with emotions, mindfulness, body image. Drugs and alcohol: drugs and alcohol, vaping, county lines, managing situations.	1a 1b 3a	1a 1b 3b	1a 1b 3a	1a 1b	2a2b	1a 1b 2a 2b	2a 2b

		<p>Healthy lifestyles: diet, energy drinks, exercise, obesity and long-term health, binge drinking, tanning.</p> <p>Self-concept: individual strengths, screen time, online personas, gangs and knife crime.</p> <p>Puberty: Healthy choices, personal hygiene</p> <p>Mental Health: Stigma, impact, self-harm, eating disorders, self-examination, gambling</p> <p>Exploring Influence: Media influence, role models, substance abuse, healthy relationships,</p> <p>First Aid: CPR Choking, emergency first aid</p> <p>Independence: blood and organ donation, risk, lifestyle and cancers, balancing online time, change, loss, grief and bereavement</p>						3a 3b	
Living in the wider world		<p>Community: Community, charity and volunteering</p> <p>Financial decision making: Money, financial choices, Ethics in business, Enterprise.</p> <p>Digital Literacy: Online communication and safety, age restrictions, online grooming, seeking support, content sharing.</p> <p>Crime: crime and crime prevention, the justice system, role of the Police, Equality Act, Freedom of speech</p> <p>Setting Goals: review of strengths, qualities, aspirations, KS4 options, post 16 options, further education, study challenges, careers, revision</p> <p>Employability: interviews, habits and strategies, part-time jobs, rights and responsibilities</p> <p>Money matters: Economic wellbeing, managing emotions linked to money, debt, payday loans, understanding fraud, identity fraud.</p> <p>Tolerance: Developing empathy, diversity, discrimination, diverse religious celebrations.</p>	1a 2a 3a 3b	2a 3a 3b	2a 2b 3a	2b 3a 3b	1a 1b 3a	1a 1b 2a 2b 3a 3b	1a 1b 3a
Relationships		<p>Building Relationships: Friendships, conflict and boundaries, consent, positive relationships, gender identify, sexual orientation, consent and the law, contraception, families, managing relationships, seeking support.</p> <p>Discrimination: Discrimination and the law, race, religion, sexism, homophobia</p>	1b 2a 2b 3b	1a 2b 3a	1a 1b 3a 3b	1a 2a 2b 3a 3b	1b 2a 2b	1a 1b 2a 2b 3a 3b	2b

		<p>Diversity, Prejudice and bullying: LGBTQ+, Challenging Prejudice, Bullying.</p> <p>Intimate relationships: relationships and love, consent, contraception, STIS and treatment, FGM.</p> <p>Healthy Relationships: pleasure, pornography and reality, stalking and harassment</p> <p>Extremism and Radicalisation: Communities, Social media, conflicting views, challenging discrimination.</p> <p>Families: Parenthood, fertility, planned and unplanned pregnancy, birth and miscarriage, adoption and fostering, honour based violence and forced marriage.</p>								
--	--	--	--	--	--	--	--	--	--	--