Relationships and Sex Education Topics: Key Stages 3 and 4

KS3 R8:

different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)

KS4 R3:

that living together,

marriage and civil

partnerships are

ways that people

coercion.

each other

freely and without

demonstrate their

commitment to

KS3 R91

the nature and importance of marriage, civil partnerships and other stable, longterm relationships for family life and bringing up children

Topic 1: Families

- 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 its 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 the 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

KS3 R11:

the roles and responsibilities of parents, carers and children in families

KS4 R4:

parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

KS3 R29:

the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

KS4 R7:

to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

^{*} Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.



KS3 R1:

the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

KS4 R2:

the characteristics and benefits of positive, strong, supportive, equal relationships

KS3 R27:

about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

KS4 R20:

to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

KS3 R28:

to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

Topic 2: Respectful relationships, including friendships

- 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, 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

KS4 L2:

about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

KS3 L3:

the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

KS3 L7:

to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

KS4 L2:

about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

KS4 R5:

to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk

KS4 R7:

to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support



KS3 R36: KS3 R35: to establish clear personal boundaries around those aspects of their the safe and responsible use of information communication technology (including safe lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy management of own and others' personal data including images) KS4 L8: the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks Topic 3: Online and media 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 KS3 R38: removing potentially compromising material placed online not to provide material to others that they would not want shared 👒 when the sharing further and not to share personal material which is sent to them of explicit images what to do and where to get support to report material or manage may constitute a serious criminal issues online* offence 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 partner 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

KS3 R23:

to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

KS4 R14:

to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

KS3 L17:

the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged



^{*} See also: KS3, 4 & 5 Life Online planning framework: https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe-0.

KS3 R19:

about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

KS4 R8:

about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

KS4 R3:

that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

KS4 R5:

to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk

KS4 R9:

about the impact of domestic abuse (including sources of help and support)

Topic 4: Being Safe

- 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)

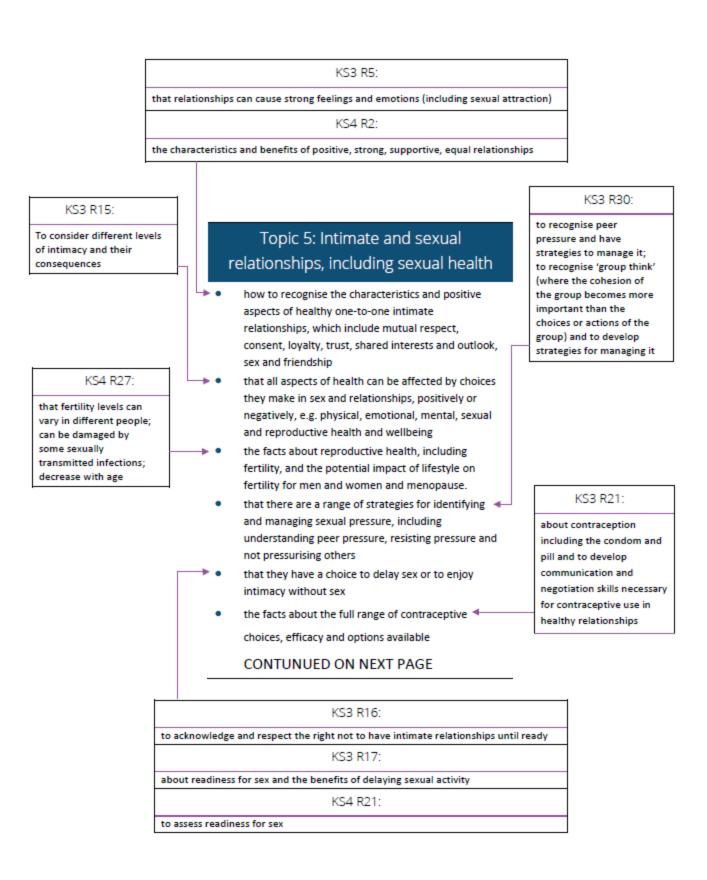
KS3 R20:

how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

KS4 R15:

how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity







KS4 R24:

the reasons why parents choose to adopt/foster or to place children for adoption/fostering

KS4 R25:

about abortion, including the current legal position and the range of beliefs and opinions about it

KS4 R26:

the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

... Topic 5: Intimate and sexual relationships, including sexual health (continued)

- 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
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

KS3 H12:

that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

KS4 H6:

KS4 R22:

about accessing and

(including emergency

negotiating condom

the correct use of

contraception

contraception)

use

to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

KS3 H28:

the personal and social risks and consequences of substance use and misuse

KS4 R18:

to recognise the impact of drugs and alcohol on choices and sexual behaviour

