

# 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)

KS3 R9:

the nature and importance of marriage, civil partnerships and other stable, long-term 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

KS4 R3:

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

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

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 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

## 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 R20:

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

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

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

KS4 L2:

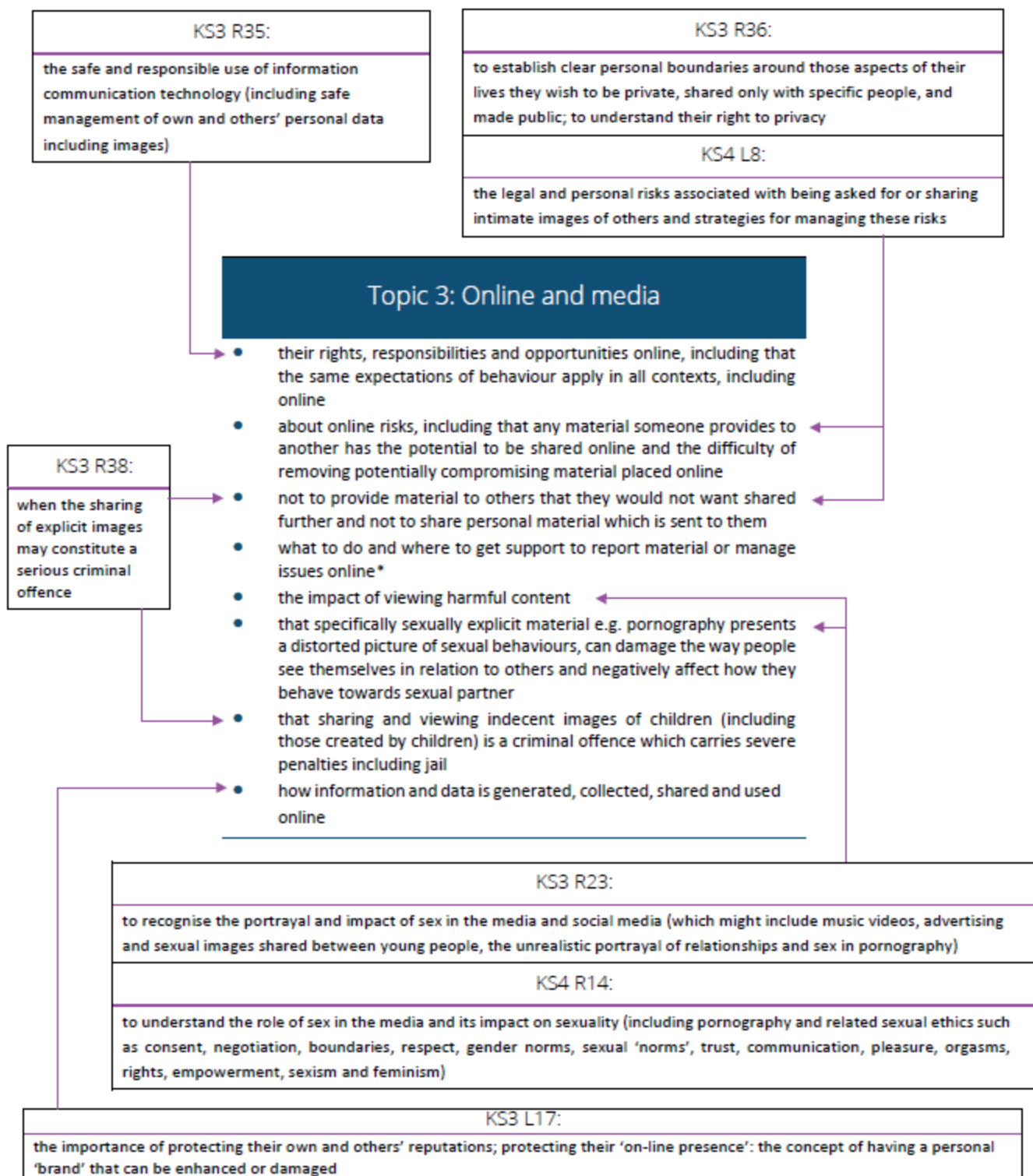
about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

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



\* 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

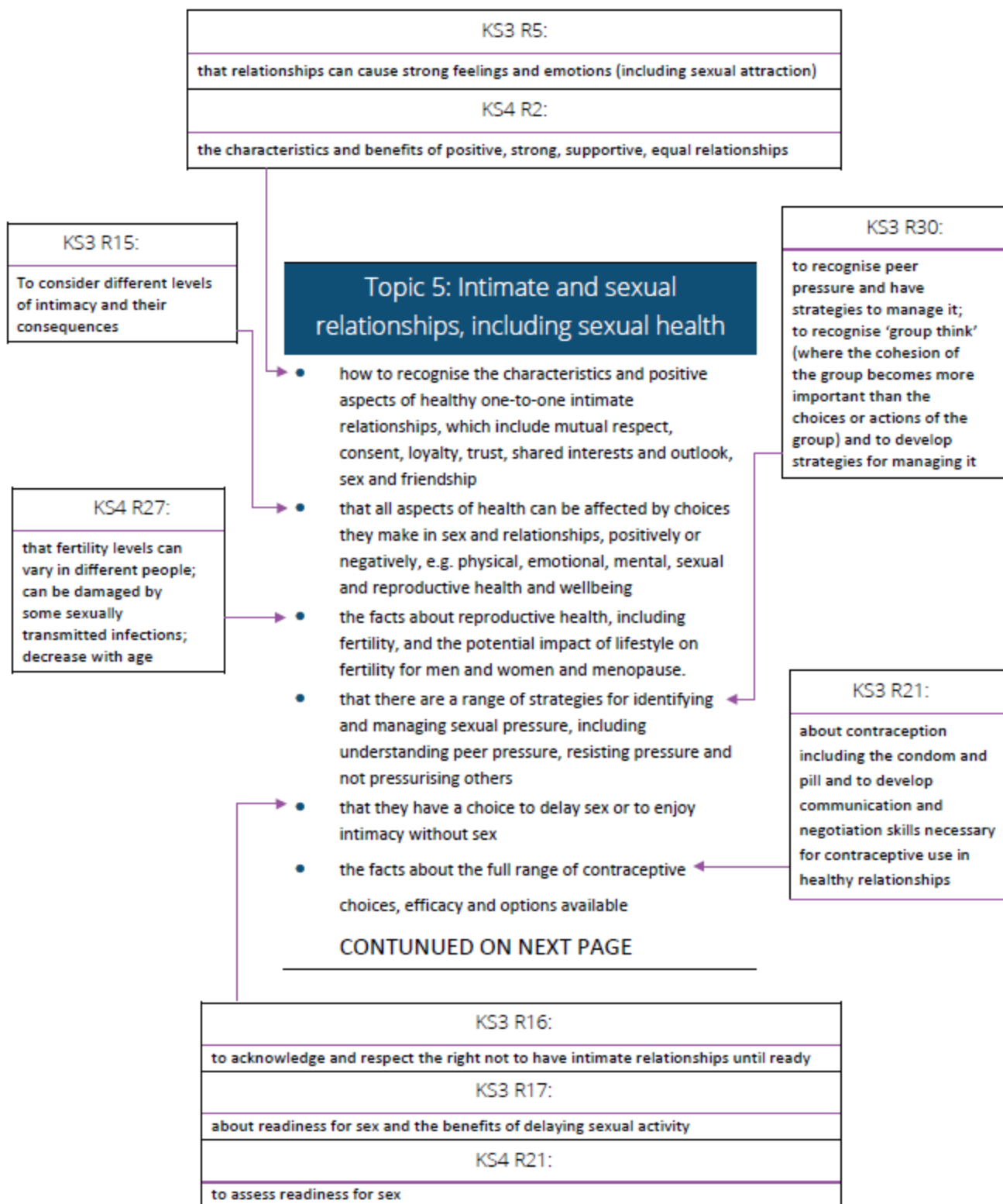
**KS4 R9:**  
 about the impact of domestic abuse (including sources of help and support)

**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

KS4 R22:  
about accessing and the correct use of contraception (including emergency contraception) negotiating condom use

KS3 H12:  
that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

KS4 H6:  
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