

		Year 7						Year 8						Year 9						Year 10						Year 11			
		Au1	Au2	Sp1	Sp2	Su1	Su2	Au1	Au2	Sp1	Sp2	Su1	Su2	Au1	Au2	Sp1	Sp2	Su1	Su2	Au1	Au2	Sp1	Sp2	Su1	Su2	Au1	Au2	Sp1	Sp2
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 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	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																												
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 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																												
Being Safe	How information and data is generated, collected, shared and used online																												
	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)																												
	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.																												

