

## RSE expectations: secondary

The Department for Education have introduced a statutory framework for Relationships and Sex Education which all Primary and Secondary schools are required to deliver. The framework is shown below with our curriculum map of where each part of the framework will be delivered. These are the expectations set by the Department for Education.

### Families

Content	Content Progression	Year studied	Topic	Faculty
That there are different types of committed, stable relationships	Year 7(Part 1) – exploration of different types of committed, stable relationships.	Year 7	Topic 1	Art
	Year 7(Part 2) - positive impact of stable relationships on mental health.	Year 7	Topic 8	English
➤ How these relationships might contribute to human happiness and their importance for bringing up children	Year 7 – Explore how parents contribute to who children are and who they grow up to be.	Year 7	Topic 2	STEM (Science)
	Year 7 – Characteristics of stable relationships/How to build stable relationships/positive impact of stable relationships on mental health.	Year 7	Topic 8	English
	Year 8 – Understanding why stable relationships are important for bringing up children/The impact of poor parenting on a child's happiness.	Year 8	Topic 2	STEM (Science)
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)	Year 7 – What is marriage? 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)	Year 7	Topic 10	Social Science (RS)
	Year 10 – forced marriage and the laws	Year 10	Topic 5	STEM

	around it.			(Maths)
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Year 10 – forced marriage and the laws around it.	Year 10	Topic 5	STEM (Maths)
	Year 11 – Why is marriage an important relationship choice for many couples?	Year 11	Topic 6	
The characteristics and legal status of other types of long-term relationships	Year 7(Part 1) – exploration of different types of committed, stable relationships.	Year 7	Topic 1	Art
	Year 8 - The characteristics and legal status of other types of long-term relationships	Year 8	Topic 7	Maths
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Year 7 – Exploring what successful parenting may look like/looking in detail at the responsibilities of parents	Year 7	Topic 11	Social Science (RS)
	Year 8 – What happens when parents neglect certain responsibilities/ where can parents get information and support to improve their parenting skills.	Year 8	Topic 2	Social Science (Geog)  STEM (Science)
<p>How to:</p> <ul style="list-style-type: none"> <li>Determine whether other children, adults or sources of information are trustworthy</li> <li>Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</li> <li>Seek help or advice, including reporting</li> </ul>	Year 7 – Exploration of unhealthy behaviours in a relationship to promote awareness and recognition but no going into the specific details regarding coercive and controlling behaviour and the laws surrounding them.	Year 7	Topic 3	History
	Year 9 – Recognising the signs of unhealthy intimate 1:1 relationships and where to get support.	Year 9	Topic 9	Social Science (History)
	Year 11 – Source evaluation – Having good sense when it comes to determining whether information is trustworthy or not.	Year 11	Topic 2	

## Respectful relationships, including friendships

Content	Content Progression	Year studied	Topic	Faculty
The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Year 7 – Exploring friendship – characteristics of healthy friendships and unhealthy with reference to trust, respect and honesty and what happens if these are absent.	Year 7 Year 7	Topic 6 Topic 7	Arts (PE) Arts (PE)
	Year 8 – Exploring 1:1 relationships with a specific focus on boyfriend/girlfriends and the importance of boundaries.	Year 8	Topic 8	Art
	Year 9 – introduction of how to recognise harmful 1:1 relationships, the importance of consent and how to end an unhealthy relationship,	Year 9	Topic 1	Science
Practical steps they can take in a range of different contexts to improve or support respectful relationships		Year 8	Topic 10 Amended	RS
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)	Year 8 – What is a stereotype? exploration of different stereotypes and students experience of stereotyping.	Year 8	Topic 5	Arts (Media) Social Science (History)
	Year 9 - Harmful Stereotyping - How parents and peers can influence an individual's prejudice.	Year 9	Topic 3	Maths
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	Year 7 – What does respect mean? What does it look like in school, in the wider society. The importance of respecting different beliefs.	Year 7	Topic 9	Arts (Art – the theme carries through to

and due tolerance of other people's beliefs				T10 and T11 too) STEM (Science)
	Year 8 – Positions of authority – should respect be earned or does a position in authority command respect automatically.	Year 8	Topic 4	Social Science (RS)
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	Year 7 – What is bullying and how to recognise it?	Year 7	Topic 4	RS
	Year 8 - exploration of acceptable and unacceptable behaviours on line with reference to cyber bullying.	Year 8	Topic 3	English
	Year 9 - Digital footprint and the impact on future employment. How sharing images can lead to bullying.	Year 9	Topic 2	English
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Year 7 – Exploration of unhealthy behaviours in a relationship to promote awareness and recognition but no going into the specific details regarding coercive and controlling behaviour.	Year 7	Topic 3	Science
	Year 9 – Criminal behaviour in relationships –Domestic abuse, stalking, harassment, and coercive control.	Year 9	Topic 4	STEM (Maths) Arts (Drama) Social Science (RS)
	Year 11- Recognising coercive and controlling behaviour and how to get information and support if you are experiencing domestic abuse and/or coercive controlling behaviour.	Year 11	Topic 3	
What constitutes sexual harassment and sexual violence and why these are always unacceptable	Year 9 – Criminal behaviour in relationships –Domestic abuse, stalking, harassment, and coercive control.	Year 9	Topic 4	STEM (Maths)

				Arts (Drama) Social Science (RS)
	Year 10 – The impact of sexual violence and sexual harassment on people's lives.	Year 10	Topic 4	STEM (Maths)
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	Year 7(part 1) – Introduction to the equality act and protected characteristics	Year 7	Topic 5	STEM (Science)
	Year 7(part 2) – Employment – How employers ensure that the equality act is adhered to during recruitment and other processes.	Year 7	Topic 5	STEM (Science)

## Online and media

Content	Content Progression	Year studied	Topic	Faculty
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	-exploration of acceptable and unacceptable behaviours on line with reference to cyber bullying.	Year 8	Topic 3	MfL
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	Year 9(part 1) – Raising awareness of the dangers of sharing content online. Digital footprint and the impact on future employment etc Examples to be shared in relation to real people that have fallen foul of this.	Year 9	Topic 2	Arts (Media) STEM (Science)
	Year 9(part 2) – Sexting and sharing of inappropriate images. Risks associated and potential criminal offences that could be committed.	Year 9	Topic 9	Geography
Not to provide material to others that they wouldn't want shared further, and not to share	– Raising awareness of the dangers of sharing content online. Digital footprint	Year 9	Topic 2	History

personal material which is sent to them	and the impact on future employment etc Examples to be shared in relation to real people that have fallen fowl of this.			
What to do and where to get support to report material or manage issues online	-Advice and guidance on how to report and get support in relation to any online issues.	Year 9	Topic 2	History
The impact of viewing harmful content	-What is harmful content – categorisation.	Year 10	Topic 3	Science
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		Year 10	Topic 3	Science
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Year 9(part 2) – Sexting and sharing of inappropriate images. Risks associated and potential criminal offences that could be committed.	Year 9	Topic 9	Geography
	Year 11 – Specific legislation around sharing of indecent images of children. Online grooming where people encourage children to send indecent images.	Year 11	Topic 5	
How information and data is generated, collected, shared and used online		Year 8	Topic 1	Geography

## Being safe

Content	Content Progression	Year studied	Topic	Faculty
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships	Year 7 – What is consent? Brief introduction to grooming and how to recognise it.	Year 7		STEM (Science)
	Year 10(Part 1) – Recognising the signs of domestic abuse, coercive behaviour and harassment. Rape	Year 10	Topic 1	Maths
	Year 10)Part 2) – Female genital mutilation, honour-based violence and forced	Year 10	Topic	MfL

	marriage.		5	
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)	Year 10(Part 1) – Intimate relationships – recognising consent. How is sexual consent communicated?	Year 10	Topic 6	STEM (Science)
	Year 10(Part 2) – Withdrawing sexual consent – dealing with sexual pressure from a partner or friend.	Year 10	Topic 8	Geography

## Intimate and sexual relationships, including sexual health

Content	Content Progression	Year studied	Topic	Faculty
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	Year 9(part 1) – Recognising the characteristics of a healthy 1:1 intimate relationship.	Year 9	Topic 6	Art
	Year 9(part 2) – Recognising the signs of unhealthy intimate 1:1 relationships and where to get support.	Year 9	Topic 9	English
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)	Year 8 – The positive and negative impacts of relationships on emotional and mental well-being. An awareness of mental health conditions which can severely impact relationships.	Year 8	Topic 9	History
	Year 10 – The positive and negative impacts of relationships on physical, sexual and reproductive health.	Year 10	Topic 11	RS
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause		Year 9	Topic 7	STEM (Science)
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure	Year 10(Part 2) –Peer pressure in relation to sexual activity and resisting it.	Year 10	Topic 6	STEM (Science)

and not pressurising others	Year 10(Part 2) – Withdrawing sexual consent – dealing with sexual pressure from a partner or friend.	Year 10	Topic 8	Maths
That they have a choice to delay sex or enjoy intimacy without sex		Year 10	Topic 8	Maths
The facts about the full range of contraceptive choices, efficacy and options available	Year 10(Part 1) – Contraceptive methods	Year 10	Topic 9	MfL
	Year 10(Part 2) – where to access advice and guidance around suitable contraception.	Year 10	Topic 10	Geography
The facts around pregnancy, including miscarriage		Year 10	Topic 9	MfL
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)	Year 9 – Choices in relation to pregnancy and different attitudes towards options based on faiths.	Year 9	Topic 8	Science
	Year 10 – Where to gain impartial guidance and support with decisions around pregnancy.	Year 10	Topic 9	MfL
How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing	Year 9 – General sexual health and the importance of contraception to prevent the transmission of STIs	Year 9	Topic 11	Maths
	Year 10 -How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing	Year 11	Topic 1	
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Year 9 – General sexual health and the importance of contraception to prevent the transmission of STIs	Year 9	Topic 11	Maths
	Year 11 –Specific signs and symptoms of different STIs and treatments.	Year 11	Topic 1	



How the use of alcohol and drugs can lead to risky sexual behaviour		Year 9	Topic 5	RS
How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	Year 9 – What do we mean by sexual and reproductive health?	Year 9	Topic 7	STEM (Science)
	Year 11 – Signposting to local services where students can access free impartial advice.	Year 11	Topic 7	