



<b>RELATIONSHIPS AND SEX EDUCATION STATUTORY REQUIREMENTS</b>	
<b>1</b>	<b>FAMILIES</b>
1.1	that there are different types of stable, committed relationships
1.2	how these relationships might contribute to human happiness and their importance for bringing up children
1.3	what marriage is, including their legal status - for example, marriage carries legal rights and protections not available to couples cohabiting or who have married, for example, in an unregistered religious ceremony
1.4	why marriage is an important relationship choice for many couples and why it must be entered into freely
1.5	the characteristics and legal status of other types of long term relationships
1.6	the roles and responsibilities of parents with respects to raising children, including the characteristics of successful parenting.
1.7	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), how to seek help or advice, including reporting concerns about others, if needed
<b>2</b>	<b>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</b>
2.1	the characteristics of positive and healthy friendships in all context including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, and the management of conflict. Reconciliation and ending relationships, this includes different (non-sexual) types of relationships
2.2	practical steps they can take in a range of different contexts to improve or support respectful relationships
2.3	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)
2.4	that in a school or 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
2.5	about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
2.6	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
2.7	what constitutes sexual harassment and sexual violence and why these are unacceptable
2.8	the legal rights and responsibilities regarding equality (particularly with reference to protected characteristics as defined in the Equality Act 2010) and that everyone in unique and equal
<b>3</b>	<b>ONLINE &amp; MEDIA</b>
3.1	their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
3.2	about online risks, including that any material someone provides to another has potential to be shared online and the difficulty of removing potentially compromising material placed online
3.3	not to provide material to others that they would not want shared further and not to share personal material which is sent to them
3.4	what to do and where to get support to report material or manage issues online
3.5	the impact of viewing harmful content
3.6	that specifically explicit material, for example, pornography, presents a distorted picture of sexual behaviours, and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
3.7	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
3.8	how information and data is generated, collected, shared and used online
<b>4</b>	<b>BEING SAFE</b>

4.1	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
4.2	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all context including online
<b>5</b>	<b>INTIMATE &amp; SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH</b>
5.1	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
5.2	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, sexual, mental and reproductive health and wellbeing
5.3	the facts about reproductive health, including fertility, and the impact of lifestyle on fertility for men and women and menopause
5.4	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
5.5	that they have a choice to delay sex or to enjoy intimacy without sex
5.6	the facts about the full range of contraceptive choices, efficacy and options available
5.7	the facts about pregnancy including miscarriage
5.8	that there are choices in relation the pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption and abortion and where to get further help)
5.9	how the different sexually transmitted infections (STI's) including HIV & AIDs, are transmitted, how they can be reduced through safer sex(including through condom use) and the importance of and facts about testing
5.11	about the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment
5.12	how the use of drugs and alcohol can lead to risky sexual behaviour
5.13	how to get further advice, including how and where to access confidential sexual and reproductive health advice & treatment
<b>6</b>	<b>THE LAW</b>
6.1	marriage
6.2	consent, including the age of consent
6.3	violence against women & girls
6.4	online behaviours including image and information sharing (including sexting, youth produced sexual imagery, and nudes)
6.5	pornography
6.6	abortion
6.7	sexuality
6.8	gender identity
6.9	substance misuse
6.11	violence & exploitation by gangs
6.12	extremism & radicalisation
6.13	criminal exploitation (for example, through gang involvement or 'County Lines' drugs operations)
6.14	hate crime
6.15	female genital mutilation (FGM)
<b>HEALTH EDUCATION STATUTORY REQUIREMENTS</b>	
<b>7</b>	<b>MENTAL WELLBEING</b>
7.1	how to talk about their emotions accurately & sensitively using appropriate vocabulary
7.2	that happiness is linked to being connected to others
7.3	how to recognise early signs of mental wellbeing concerns
7.4	common types of mental ill health (anxiety and depression)
7.5	how to critically evaluate when something they do are involved in has a positive or negative effect on their own or others' mental health
7.6	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and serviced based activities on mental wellbeing and happiness
<b>8</b>	<b>INTERNET SAFETY &amp; HARMS</b>

8.1	the similarities and differences between the online world and the physical world, including: the impact of unhealthy 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.
8.2	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
<b>9</b>	<b>PHYSICAL HEALTH &amp; FITNESS</b>
9.1	the positive associations between physical activity & promotion of wellbeing, including as an approach to combat stress
9.2	the 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 cardio-vascular ill health)
9.3	about the science relating to blood, organ and stem cell donation
<b>10</b>	<b>HEALTHY EATING</b>
10.1	how to maintain healthy eating and the links between poor diet and health, including tooth decay and cancer
<b>11</b>	<b>DRUGS, ALCOHOL &amp; TOBACCO</b>
11.1	the facts about legal & illegal and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
11.2	the law relating to the supply and possession of illegal substances
11.3	the physical and physiological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
11.4	the physical and physiological consequences of addiction, including alcohol dependency
11.5	awareness of the dangers of drugs which are prescribed but still present serious health risks
11.6	the facts about harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
<b>12</b>	<b>HEALTH &amp; PREVENTION</b>
12.1	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
12.2	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating, a and regular check-ups at the dentist
12.3	(late secondary) the benefits of regular self-examination and screening
12.4	the facts and science relating to immunisation and screening
12.5	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
<b>13</b>	<b>BASIC FIRST AID</b>
13.1	basic treatment for common injuries
13.2	life saving skills, including how to administer CPR* (CPR best taught after 12)
13.3	the purpose of defibrillators and when one might be needed
<b>14</b>	<b>CHANGING ADOLESCENT BODY</b>
14.1	key facts about puberty, the changing adolescent body and menstrual wellbeing
14.2	the main changes which takes place in males and females, and the implications for emotional and physical health