

Please note: While individual lessons introduce aspects of the statutory content, they do not cover everything on their own. By teaching all the lessons listed in the resources section, schools will ensure that the full statutory content is met.

Schools may also choose to build on this content further, depending on the safeguarding needs and context of their pupils and wider community.

Post16 lessons that align with the statutory guidance content have also been included within this document.

You can find the Relationships and sex education (RSE) and health education statutory guidance at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Statutory Health and Wellbeing Content: pages 1-9

Statutory Relationships and Sex Content: pages 10-23

We suggest you use ctrl+f to help search this document.

Key:	Relationships	Keeping Safe	Understanding the Law	Wellbeing	Passport
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Mental wellbeing		
Statutory curriculum content	Resources	
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7	What range of emotions are there?
	Year 10	What are my wellbeing warning signs?
	Year 11	How do I feel about leaving school?
	Post-16	How can I get support for my mental health?
	Assembly	Children's Mental Health Week
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Year 7	What influences my health choices?
	Year 10	How can I take responsibility for my health?
		What are my wellbeing warning signs?
	Post-16	How can I get support for my mental health?
	KS3	Empathy Passport lesson
		Respect Passport lesson
KS4	Empathy Passport lesson	
	Respect Passport lesson	
That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	Year 7	How can I deal with friendships breaking down?
	Year 8	How does social media make me feel?
	Year 10	What are my wellbeing warning signs?
	Year 11	How do I feel about leaving school?
	Post-16	How can I get support for my mental health?
	KS3	Self Worth Passport lesson
	KS4	Self Worth Passport lesson

Mental wellbeing (continued)		
Statutory curriculum content	Resources	
That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	Year 7	What range of emotions are there?
	Year 8	What are mental health conditions?
	Year 9	How do I deal with setbacks?
		What are my coping strategies?
		What is mental health stigma?
	Year 11	What does it mean to catastrophise?
	Post-16	How can I get support for my mental health?
	Assembly	Children's Mental Health Week
Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	Year 7	What range of emotions are there?
	Year 8	What are mental health conditions?
	Year 9	What is mental health stigma?
		What is self-harm?
	Post-16	How can I get support for my mental health?
How to critically evaluate which activities will contribute to their overall wellbeing.	Year 8	How can drugs and alcohol impact the way we feel?
		How can viewing harmful content make us feel?
		How does social media make me feel?
	Year 10	What are my wellbeing warning signs?
		How can I take responsibility for my health?
	Assembly	Children's Mental Health Week
	KS3	Self Worth Passport lesson
KS4	Self Worth Passport lesson	
Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities - that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	Year 7	What influences my health choices?
	Year 8	What are mental health conditions?
	Year 9	What are my coping strategies?
		What is self-harm?
	Year 10	What are my wellbeing warning signs?
	Year 11	What does it mean to catastrophise?
	Post-16	How can I get support for my mental health?
That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	Year 7	What is an addiction?
	Year 9	What are microtransactions (gaming)?
	Year 11	When is gambling problematic?

Mental wellbeing (continued)		
Statutory curriculum content	Resources	
That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.	Year 8	How can drugs and alcohol impact the way we feel?
	Year 9	What are my coping strategies?
	Year 11	Substance abuse and relationships, so what?
	Post-16	How can I get support for my mental health?
Wellbeing online		
Statutory curriculum content	Resources	
About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.	Year 8	How can viewing harmful content make us feel?
		How does social media make me feel?
	Year 10	How can I manage my time effectively?
	Assembly	How can we be responsible with AI?
		Keeping Safe Online
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Year 8	How does social media make me feel?
	Year 9	How does the media portray sex and relationships?
		How can I manage online relationships?
	Year 10	How can I manage online relationships?
	Year 11	What is the influence of pornography on relationships?
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.	Year 7	How do I report a concern?
	Year 8	Are we responsible with social media?
		What is financially motivated sexual extortion?
	Year 9	What’s the issue with ‘nudes’?
		How might the internet influence illegal behaviour?
	Year 10	What is image based sexual abuse?
		What is incel culture?
	Post-16	What is harassment?
Assembly	How can we be responsible with AI?	
	Anti-Bullying Week	
	Keeping Safe Online	

Wellbeing online (continued)		
Statutory curriculum content	Resources	
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Year 7	What is an addiction?
	Year 9	What are microtransactions (gaming)?
	Year 11	When is gambling problematic?
How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	Year 8	What are my algorithms?
		What are deep fakes?
		What is phishing and hacking?
	Year 9	What are microtransactions (gaming)?
	Year 11	What is my relationship with AI?
	Assembly	How can we be responsible with AI? Keeping Safe Online
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Year 9	How might the internet influence illegal behaviour?
The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Year 8	How can viewing harmful content make us feel?
Physical health and fitness		
Statutory curriculum content	Resources	
The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	Year 7	What influences my health choices?
	Year 10	How can I take responsibility for my health?
		How can I manage my time effectively?
		When might weight gain be unhealthy?
Factual information about the prevalence and characteristics of more serious health conditions.	Year 10	When might weight gain be unhealthy?
		How can I take responsibility for my health?
That physical activity can promote wellbeing and combat stress.	Year 9	What are my coping strategies?
	Year 10	How can I take responsibility for my health?
		How can I manage my time effectively?
		What are my wellbeing warning signs?
	Year 11	How can I cope with exams?
The science relating to blood, organ and stem cell donation.	Year 9	How can I support the health of others?












Healthy eating		
Statutory curriculum content	Resources	
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Year 7	What influences my health choices?
	Year 10	How can I take responsibility for my health?
		When might weight gain be unhealthy?
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Year 10	How can I take responsibility for my health?
		When might weight gain be unhealthy?
The impacts of alcohol on diet and unhealthy weight gain.	Year 10	When might weight gain be unhealthy?
Drugs, alcohol, tobacco, and vaping		
Statutory curriculum content	Resources	
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	Year 8	What does the law say about the possession of drugs?
		How can drugs and alcohol impact the way we feel?
	Year 11	What can go wrong when using substances?
		Can you ever be sure what you are taking?
The law relating to the supply and possession of illegal substances.	Year 8	What does the law say about the possession of drugs?
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	Year 7	What is an addiction?
	Year 8	How safe are legal drugs?
		How can drugs and alcohol impact the way we feel?
	Year 11	Substance abuse and relationships, so what?
		Can you ever be sure what you are taking?
Assembly	Drink and Drug Driving	
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Year 7	What is an addiction?
	Year 8	How can drugs and alcohol impact the way we feel?
		How safe are legal drugs?
Year 11	Substance abuse and relationships, so what?	
The dangers of the misuse of prescribed and over-the-counter medicines.	Year 8	How safe are legal drugs?

Drugs, alcohol, tobacco, and vaping (continued)		
Statutory curriculum content	Resources	
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	Year 7	What is vaping all about?
	Year 8	How safe are legal drugs?
	Year 10	How can I take responsibility for my health?
		How can I navigate healthcare services?
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Year 7	What is vaping all about?
	Year 8	How safe are legal drugs?
	Year 11	Can you ever be sure what you are taking?
Health protection and prevention, and understanding the healthcare system		
Statutory curriculum content	Resources	
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 7	How can vaccinations support our health?
	Year 9	How can I support the health of others?
	Year 10	How can I take responsibility for my health?
Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Year 10	How can I take responsibility for my health?
		How can I navigate healthcare services?
	Post-16	How can I take responsibility for my physical health?
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Year 9	What is asphyxiation?
	Year 10	What first aid is useful to know?
		How can I navigate healthcare services?
	Post-16	How can I take responsibility for my physical health?
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Year 10	How can I take responsibility for my health?
	Post-16	How can I take responsibility for my physical health?
	KS3	Informed Decision Making Passport lesson
	KS4	Informed Decision Making Passport lesson
The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 7	How can vaccinations support our health?
	Year 9	How can I support the health of others?
	Year 10	How can I navigate healthcare services?
The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Year 7	What influences my health choices?
	Year 10	How can I take responsibility for my health?
		How can I manage my time effectively?

Health protection and prevention, and understanding the healthcare system (continued)		
Statutory curriculum content	Resources	
The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health.	Year 11	Why does gynaecological health matter to everyone?
How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Year 10	How can I navigate healthcare services?
	Post-16	How can I get support for my mental health?
		How can I take responsibility for my physical health?
The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Year 10	How can I navigate healthcare services?
	Year 11	What does the law say about contraception?
		What does the law say about pregnancy and STIs?
	Post-16	How can I take responsibility for my physical health?
		How can I get support for my mental health?
	KS3	Future Planning Passport lesson
KS4	Future Planning Passport lesson	
Personal safety		
Statutory curriculum content	Resources	
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways - including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	Year 7	How do we balance independence and risk?
		How can we be responsible road users?
	Year 8	How do I deal with unplanned encounters?
		What are E-Rides?
	Year 10	How can we approach new situations?
		How can we be street savvy?
	Post-16	What does car safety mean for new drivers?
		How do we manage independence?
		How do I manage my personal safety?
	Assembly	Railway Safety
		Summer Water Safety
		Winter Water Safety
		How can we stay safe during public disorder?
	Drink and Drug Driving	
KS3	Understanding Risk Passport lesson	
KS4	Understanding Risk Passport lesson	

Personal safety (continued)		
Statutory curriculum content	Resources	
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Year 7	What influences my health choices?
	Year 8	How can I deal with my friends using drugs and alcohol?
		How does social media make me feel?
	Year 9	What's the issue with 'nudes'?
		What are the links between gaming and grooming?
		What is asphyxiation?
	Year 10	What makes a gang, a gang?
		How can we approach new situations?
Assembly	How can I demonstrate assertiveness?	
How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	Year 7	Keeping Safe Online
		What is child on child abuse?
		How do I deal with conflict?
	Year 8	How can we deal with relationships breaking down?
		What are threatening behaviours?
	Year 9	How can viewing harmful content make us feel?
		What do we mean by intimidation?
	Year 10	Why is fighting not the answer?
		How can I demonstrate assertiveness?
	KS3	Empathy Passport lesson
Informed Decision Making Passport lesson		
KS4	Empathy Passport lesson	
	Informed Decision Making Passport lesson	
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Year 7	How do I report a concern?
	Year 8	How can viewing harmful content make us feel?
	Year 10	Why is fighting not the answer?
		What are the risks of carrying a knife?
The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife.	Year 8	What is stop and search?
	Year 10	Why is fighting not the answer?
		What are the risks of carrying a knife?

Personal safety (continued)		
Statutory curriculum content	Resources	
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Year 7	How do I report a concern?
	Year 8	What are red flags in relationships?
		What is financially motivated sexual extortion?
	Year 9	What is child sexual exploitation?
		What is child criminal exploitation?
		What are the links between gaming and grooming?
	Year 10	What are county lines?
		What is emotional abuse?
Year 11	What is radicalisation?	
	How can I avoid financial exploitation?	
Basic first aid		
Statutory curriculum content	Resources	
Basic treatment for common injuries and ailments.	Year 10	What first aid is useful to know?
Life-saving skills, including how to administer CPR.	Year 9	What is asphyxiation?
	Year 10	What first aid is useful to know?
The purpose of defibrillators, when one might be needed and who can use them.	Year 10	What first aid is useful to know?
Developing bodies		
Statutory curriculum content	Resources	
The main changes which take place in males and females, and the implications for emotional and physical health.	Year 7	How can I cope with puberty?
The facts about puberty, the changing adolescent body, including brain development.	Year 7	How can I cope with puberty?
About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Year 7	How can I cope with puberty?
	Year 11	Why does gynaecological health matter to everyone?
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.		
	Year 11	Why does gynaecological health matter to everyone?

Families	
Statutory curriculum content	Resources
That there are different types of committed, stable relationships.	Year 8  How might relationship changes impact our wellbeing?
	Year 10  What are my relationship values?
	Year 11  What is the difference between an arranged and a forced marriage?
How these relationships might contribute to wellbeing, and their importance for bringing up children.	Year 9  How can relationships impact the way I feel?
	Year 10  What are my relationship values?
Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	Year 11  What is the difference between an arranged and a forced marriage?
That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Year 11  What is the difference between an arranged and a forced marriage?
That forced marriage and marrying before the age of 18 are illegal.	Year 11  What is the difference between an arranged and a forced marriage?
How families and relationships change over time, including through birth, death, separation and new relationships.	Year 8  How might relationship changes impact our wellbeing?
	Year 11  What are life changes?
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Year 11  What is a family?

Families (continued)		
Statutory curriculum content	Resources	
How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	Year 7	What is child on child abuse?
		How do I report a concern?
	Year 8	How do I deal with unplanned encounters?
		What are red flags in relationships? (friendship & romantic)
	Year 9	What is consent in a relationship?
		What is child sexual exploitation?
	Year 10	What is child criminal exploitation?
		What is emotional abuse?
Year 11	What is toxic culture?	
	What are sexual offences?	
Respectful relationships		
Statutory curriculum content	Resources	
The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	Year 7	How can we deal with friendships breaking down?
		Why is trust important?
	Year 9	What is consent in a relationship?
		How can I manage online relationships?
	Year 10	How can relationships impact the way I feel?
		How can I manage online relationships?
	Assembly	What are my relationship values?
		Why is fighting not the answer?
	KS3	Anti-Bullying Week
		Empathy Passport lesson
KS4	Respect Passport lesson	
	Empathy Passport lesson	
		Respect Passport lesson

Respectful relationships (continued)		
Statutory curriculum content	Resources	
How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	Year 7	What are protected characteristics?
		What is hate crime?
		What is antiracism?
		What is LGBT phobia?
	Year 8	What are threatening behaviours?
	Year 9	What is sexism?
		What do we mean by intimidation?
		What is anti-social behaviour?
	Year 10	What are my relationship values?
		What are public order offences?
	Assembly	Human Rights
	KS3	Empathy Passport lesson
		Respect Passport lesson
KS4	Empathy Passport lesson	
	Respect Passport lesson	
The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	Year 7	What are my strengths?
		What are my areas to develop?
		How do we balance independence and risk?
	Year 8	How does social media make me feel?
	Year 9	How do I deal with setbacks?
		What are my coping strategies?
	Year 10	What are my relationship values?
		How can we approach new situations?
	KS3	Respect Passport lesson
		Self Worth Passport lesson
KS4	Respect Passport lesson	
	Self Worth Passport lesson	
What tolerance requires, including the importance of tolerance of other people's beliefs.	Year 7	What are protected characteristics?
		What is hate crime?
		What is antiracism?
		What is LGBT phobia?
	Year 9	What is sexism?
	Year 10	What is extremism?
		What is radicalisation?
	KS3	Respect Passport lesson
	KS4	Respect Passport lesson

Respectful relationships (continued)		
Statutory curriculum content	Resources	
The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	Year 7	How can we deal with friendships breaking down?
	Year 9	How can relationships impact the way I feel?
	Year 10	What are my relationship values?
		Why is fighting not the answer?
	Assembly	Anti-Bullying Week
The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	Year 7	Is this banter or bullying?
		What is child on child abuse?
		What is antiracism?
		What is LGBT phobia?
	Year 8	Are we responsible with social media?
		What are threatening behaviours?
	Year 9	What do we mean by intimidation?
	Year 10	What are my relationship values?
		What is emotional abuse?
		Assembly
	KS3	Respect Passport lesson
	KS4	Respect Passport lesson
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Year 7	How do I deal with conflict?
		How can we deal with friendships breaking down?
	Year 8	How might relationship changes impact our wellbeing?
Year 10	What are my relationship values?	
The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	Year 7	Why is trust important?
	Year 8	What are red flags in relationships? (friendship & romantic)
	Year 9	What is consent in a relationship?
	Year 10	What are my relationship values?
	KS3	Empathy Passport lesson
	KS4	Empathy Passport lesson
How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	Year 7	What are protected characteristics?
		What is hate crime?
		What is antiracism?
		What is LGBT phobia?
	Year 9	What is sexism?
	Year 10	What is incel culture?
		What is toxic culture?
	Assembly	Violence Against Women And Girls (VAWG)

Respectful relationships (continued)		
Statutory curriculum content	Resources	
How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	Year 8	What are red flags in relationships? (friendship & romantic)
	Year 9	What is child sexual exploitation?
	Year 10	What is emotional abuse?
How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	Year 9	How does the media portray sex and relationships?
	Year 10	What is image based sexual abuse?
	Year 11	What is the influence of pornography in relationships?
Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.	Year 10	What is incel culture?
		What is toxic culture?
Online safety and awareness		
Statutory curriculum content	Resources	
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 8	Are we responsible with social media?
		What are my algorithms?
	Year 9	What’s the issue with ‘nudes’?
		How might the internet influence illegal behaviour?
	Year 11	What is my relationship with AI?
	Assembly	How can we be responsible with AI?
Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.		What is phishing and hacking?
	Year 8	What is financially motivated sexual extortion?
		What is money laundering?
	Year 9	What are the links between gaming and grooming?
	Year 11	How can I avoid financial exploitation?

Online safety and awareness (continued)		
Statutory curriculum content	Resources	
The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	Year 8	Are we responsible with social media?
		What are deep fakes?
		What are my algorithms?
		How can viewing violent content make us feel?
	Post-16	How do we develop our online brand?
	KS3	Find Finding Passport lesson
	KS4	Find Finding Passport lesson
Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	Year 8	Are we responsible with social media?
		What is financially motivated sexual extortion?
	Year 9	What are deep fakes?
		What's the issue with 'nudes'?
	Post-16	What is child sexual exploitation?
	Post-16	How do we develop our online brand?
	Assembly	How can we be responsible with AI?
That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	Year 8	How can we be responsible with AI?
		What are deep fakes?
	Year 9	What is financially motivated sexual extortion?
	Year 10	What is the issue with 'nudes'?
	Assembly	What is image based sexual abuse?

Online safety and awareness (continued)		
Statutory curriculum content	Resources	
What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	Year 7	How do I report a concern?
	Year 8	What is financially motivated sexual extortion?
	Year 9	What's the issue with 'nudes'?
		How might the internet influence illegal behaviour?
	Year 10	What is image based sexual abuse?
		How can I get help when there are legal consequences?
Assembly	How can we be responsible with AI?	
About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	Year 8	What are deep fakes?
		What is financially motivated sexual extortion?
	Year 10	What is image based sexual abuse?
	Assembly	How can we be responsible with AI?
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	Year 7	How do I report a concern?
	Year 8	Are we responsible with social media?
		What are deep fakes?
		How can viewing violent content make us feel?
		How does social media make me feel?
	Year 9	How does the media portray sex and relationships?
		How might the internet influence illegal behaviour?
	Year 10	What is incel culture?
		What is toxic culture?
		What is extremism?
		What is radicalisation?
	Year 11	What is the influence of pornography on relationships?
	Assembly	Violence Against Women And Girls (VAWG)
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Year 8	Are we responsible with social media?
	Year 9	How can I manage online relationships?
	Year 10	How can I manage online relationships?

Online safety and awareness (continued)		
Statutory curriculum content	Resources	
How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	Year 7	Is this banter or bullying?
	Year 8	Are we responsible with social media?
		What is financially motivated sexual extortion?
		What are deep fakes?
		What is money laundering?
	Year 9	What is child sexual exploitation?
		What is child criminal exploitation?
		What are county lines?
	Year 10	What is image based sexual abuse?
		What is radicalisation?
Assembly	Anti-Bullying Week	
That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	Year 9	How does the media portray sex and relationships?
	Year 10	What is image based sexual abuse?
	Year 11	What is the influence of pornography in relationships?
How information and data is generated, collected, shared and used online.	Year 8	Are we responsible with social media?
		What are my algorithms?
		What is phishing and hacking?
	Year 9	What are microtransactions? (gaming)
Year 10	How is my data used?	
That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	Year 8	Are we responsible with social media?
		What are my algorithms?
		What is phishing and hacking?
	Year 9	What are microtransactions? (gaming)
Year 10	How is my data used?	
That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	Year 8	Are we responsible with social media?
		What is financially motivated sexual extortion?
		What are deep fakes?
	Year 9	What's the issue with 'nudes'?
		What is child sexual exploitation?
	Year 11	How can I avoid financial exploitation?
	Post-16	Too good to be true? (Scams, etc.)
Assembly	How can we be responsible with AI?	

Online safety and awareness (continued)		
Statutory curriculum content	Resources	
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	Year 8	What are deep fakes?
	Year 11	What is my relationship with AI?
	Assembly	How can we be responsible with AI?
Being safe		
Statutory curriculum content	Resources	
How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	Year 9	What is consent in a relationship?
	Year 10	What are my relationship values?
		How can I demonstrate assertiveness?
	Post-16	How do we manage stages of intimacy?
	KS3	Respect Passport lesson
	KS4	Respect Passport lesson
That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	Year 7	What is child on child abuse?
	Year 8	What are red flags in relationships? (friendship & romantic)
		What is financially motivated sexual extortion?
	Year 9	What is consent in a relationship?
		What do we mean by intimidation?
	Year 10	What are my relationship values?
	Year 11	What are sexual offences?
	Post-16	How to spot and respond to coercive control.
	KS3	Respect Passport lesson
	KS4	Respect Passport lesson
How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	Year 7	Why is trust important?
		How do I report a concern?
	Year 8	What are deep fakes?
		What are my algorithms?
	Year 10	How can I get help when there are legal consequences?
	Year 11	What is my relationship with AI?
	KS3	Fact Finding Passport lesson
	KS4	Fact Finding Passport lesson
Assembly	How can we be responsible with AI?	

Being safe (continued)		
Statutory curriculum content	Resources	
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	Year 7	How do I report a concern?
		How do we balance independence and risk?
		How can it feel to witness a crime?
	Year 8	How do I deal with unplanned encounters?
		What happens if there is an emergency at school?
	Year 9	What is anti-social behaviour?
		What is victim support?
	Year 10	How can we approach new situations?
		How can we be street savvy?
		What first aid is useful to know?
		How can I get help when there are legal consequences?
		Is it ok to protest?
	Year 11	What are public order offences?
		What is victim blaming?
KS3	What can go wrong when using substances?	
	Understanding Risk Passport lesson	
	Understanding Risk Passport lesson	
KS4	Understanding Risk Passport lesson	
Assembly	How can we stay safe during public disorder?	
What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	Year 7	What is child on child abuse?
	Year 8	What are red flags in relationships? (friendship & romantic)
		What is financially motivated sexual extortion?
	Year 9	What is victim support?
		What is consent in a relationship?
	Year 10	What is image based sexual abuse?
	Year 11	What is victim blaming?
		What are sexual offences?
	Post-16	What to do if you suspect a sexual offence?
	KS3	Informed Decision Making Passport lesson
		Understanding Risk Passport lesson
KS4	Informed Decision Making Passport lesson	
	Understanding Risk Passport lesson	
That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	Year 7	What is child on child abuse?
	Year 8	What is financially motivated sexual extortion?
	Year 9	What is consent in a relationship?
		What's the issue with 'nudes'?
	Year 10	What is image based sexual abuse?
Year 11	What are sexual offences?	

Being safe (continued)		
Statutory curriculum content	Resources	
The concepts and laws relating to sexual violence, including rape and sexual assault.	Year 7	What is child on child abuse?
	Year 9	What is consent in a relationship?
	Year 10	What is image based sexual abuse?
	Year 11	What are sexual offences?
The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	Year 7	What is child on child abuse?
	Year 9	What is consent in a relationship?
	Year 10	What is image based sexual abuse?
		What is toxic culture?
	Year 11	What are sexual offences?
Post-16	What to do if you suspect a sexual offence?	
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Year 7	What is child on child abuse?
		How can it feel to witness a crime?
	Year 8	What are red flags in relationships? (friendship & romantic)
		What is financially motivated sexual extortion?
		What are threatening behaviours?
	Year 9	What is money laundering?
		What is consent in a relationship?
	Year 10	What do we mean by intimidation?
		What is image based sexual abuse?
	Year 11	What is emotional abuse?
		What are sexual offences?
Post-16	How to spot and respond to coercive control.	
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Year 8	What are red flags in relationships? (friendship & romantic)
		What are threatening behaviours?
	Year 9	What do we mean by intimidation?
	Year 10	What is emotional abuse?
Post-16	What is stalking?	
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Year 8	What is financially motivated sexual extortion?
		What is money laundering?
	Year 9	What makes a gang, a gang?
		What is child sexual exploitation?
		What is child criminal exploitation?
		What are the links between gaming and grooming?
	Year 10	What are county lines?
		What is radicalisation?
Year 11	How can I avoid financial exploitation?	

Being safe (continued)		
Statutory curriculum content	Resources	
The concepts and laws relating to forced marriage.	Year 11	What is the difference between an arranged and a forced marriage?
The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible	Year 7	What is honour based abuse?
That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	Year 9	What is asphyxiation?
	Year 11	What is the influence of pornography on relationships?
That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	Year 9	How does the media portray sex and relationships?
	Year 11	What is the influence of pornography on relationships?
How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	Year 7	How do I report a concern?
	Year 9	What is victim support?
	Year 10	What are my relationship values?
		How can I seek support about my behaviour in relationships?
Intimate and sexual relationships, including sexual health		
Statutory curriculum content	Resources	
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Year 9	What is consent in a relationship?
	Year 11	What is the impact of pornography on relationships?
	Post-16	How do we manage the stages of intimacy?
The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	Year 7	What is child on child abuse?
	Year 9	What is consent in a relationship?
	Year 11	What are sexual offences?
		What does the law say about contraception?
		What does the law say about pregnancy and STIs?

Intimate and sexual relationships, including sexual health (continued)		
Statutory curriculum content	Resources	
Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	Year 7	What is child on child abuse?
	Year 9	What is consent in a relationship?
	Year 10	What are my relationship values?
	Year 11	What are sexual offences?
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 9	Can I legally get contraception?
	Year 11	What does the law say about contraception?
		What does the law say about pregnancy and STIs?
		How might sexual health impact wellbeing?
	Post-16	What happens in sexual health services?
	KS3	Informed Decision Making Passport lesson
KS4	Informed Decision Making Passport lesson	
That some sexual behaviours can be harmful.	Year 7	What is child on child abuse?
	Year 8	What is financially motivated sexual extortion?
		What are deep fakes?
	Year 9	What's the issue with 'nudes'?
		What is child sexual exploitation?
		What is consent in a relationship?
	Year 10	What is image based sexual abuse?
	Year 11	What are sexual offences?
What is the influence of pornography in relationships?		
The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	Year 9	Can I legally get contraception?
	Year 11	What does the law say about contraception?
		What does the law say about pregnancy and STIs?
	Post-16	What happens in sexual health services?
That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	Year 11	What does the law say about pregnancy and STIs?

Intimate and sexual relationships, including sexual health (continued)		
Statutory curriculum content	Resources	
How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	Year 11	What does the law say about contraception?
		What does the law say about pregnancy and STIs?
	Post-16	How might sexual health impact wellbeing?
		What happens in sexual health services?
	The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Year 11
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Year 11	Substance abuse and relationships, so what?
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Year 7	How do I report a concern?
	Year 10	How can I get help when there are legal consequences?
	Year 11	What does the law say about contraception?
		How might sexual health impact wellbeing?
How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	Year 7	What influences my health choices?
	Year 8	What are deep fakes?
		What are my algorithms?
	Year 10	How can I take responsibility for my health?
	Year 11	What does the law say about contraception?
		What does the law say about pregnancy and STIs?
	KS3	Fact Finding Passport lesson
KS4	Fact Finding Passport lesson	