

RELATIONSHIPS EDUCATION - By the end of primary school: Pupils should know:		KS1	KS2
Families and People who care for me	that families are important for children growing up because they can give love, security and stability.	R2	R6
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	R1, R4	R8
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	H22, R3	R2, R7
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	R3	R1, R6, R7
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R3, R5
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13 R14
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	R8	R16
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	R9	R18
Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	H22, R23, L4, L6	R32, R33, L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6, R8	R33, R34
	the conventions of courtesy and manners.	R22	R33
	the importance of self-respect and how this links to their own happiness.	H21, H23 R22	R31
	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 those in positions of authority.	R22, H22	R31
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	R10, R11, R12	R19, R20, R28
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21, L7, L8, L9
the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R22, R26	
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	R12	R23
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	R14	R24, R30, R31
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24, R29
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
	how information and data is shared and used online.	H34	L13, L14
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	R13 R18	R27
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45, R25
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R24
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29, H45
where to get advice e.g. family, school and/or other sources	R20	R29	

<b>RELATIONSHIPS AND SEX EDUCATION - By the end of secondary school: Pupils should know:</b>		<b>KS3</b>	<b>KS4</b>
<b>Families</b>	that there are different types of committed, stable relationships.	R1, R36	R1, R4
	how these relationships might contribute to human happiness and their importance for bringing up children	H2, R36	R2, R4, R25
	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.		R4, R10
	why marriage is an important relationship choice for many couples and why it must be freely entered into	R6	R4, R10, R33
	the characteristics and legal status of other types of long-term relationships.	R1	R1, R4
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R35, R36	R25
	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.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
<b>Respectful relationships, including friendships</b>	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.	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	practical steps they can take in a range of different contexts to improve or support respectful relationships	R13, R14, R41, R42	R30, R31, R34, R36
	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).	R7, R8, R39, R40, L10	L5
	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.	R2, R14	R1, R10, L29
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	R14, R23, R38, R40	R7, R34
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	R2, R25, R37	R28, R29, R30
	what constitutes sexual harassment and sexual violence and why these are always unacceptable	R37	R16, R29, L15
	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.	R40, R41, L10	R5, R6, L15
<b>Online and media</b>	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	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.	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	R29, R30, L21	R22, L23, L25
	what to do and where to get support to report material or manage issues online.	R17, R30, R37, L27	R14, R17, L23
	the impact of viewing harmful content.	H3, R7, R8, L25	H3, R8
	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.	R8	R8
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	R30	R22
	how information and data is generated, collected, shared and used online.	L20, L21	L22, L23, L25, L26
<b>Being safe</b>	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.	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	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).	R24, R26, R27	R18, R20, R21, R22
<b>Intimate and sexual relationships, including sexual health</b>	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.	R2, R10, R14, R24, R31	R1, R2, R18
	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.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		H26, H30, H31, H32, R24, R26
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	that they have a choice to delay sex or to enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	the facts about the full range of contraceptive choices, efficacy and options available.	H35, H36, R33	H26, H29, R23
	the facts around pregnancy including miscarriage.	R33, R34	H30, H32
	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).	R34	H33, R23, R24, R26, R27
	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.	H35, H36, R33	H27, H28, H31, R23
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	H36	H27, H28, H31
	how the use of alcohol and drugs can lead to risky sexual behaviour.	H27	H20, R20
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32