

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Autumn 1	Peer Pressure and Belonging/Maintaining Positive Relationships	Jigsaw Education
	Autumn 2	Respect in Relationships/Prejudice and Discrimination/Managing risky and unsafe choices	
	Summer 1	Consent/Supportive relationships/When relationships break down/Personal space and boundaries/Sextortion	
	Summer 2	Puberty/Conception/Parental responsibility/Self-esteem and body image/FGM	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	Autumn 1	Identity and Influences/The influence of family/First impressions and judgements/How faiths and beliefs impact our identity	Jigsaw Education
Autumn 2	Prejudice and Discrimination/LGBTQ and Bullying/Equality in relationships		
Spring 1	How money can be a divisive element in relationships		
Spring 2	Peer pressure/Supporting good mental and physical health in relationships		
Summer 1	Maintaining positive relationships/Being assertive in relationships/The consequences of sexting/Control, power balance and coercion in relationships/Protection from unhealthy relationships		
Summer 2	Identifying close and intimate relationships/Experiencing physical attraction/having a boyfriend or girlfriend/Healthy, romantic relationships/Explore feelings about sexuality/non consensual sex/Alcohol and risky sexual behaviour		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	Autumn 1	Exploring social groups/Different expectations of intimate relationships/Grooming/Consent and its legal implications/Recognise when consent is present or absent/Self esteem and its effect on relationships	Jigsaw Education
	Autumn 2	Misogyny and misogynistic language/online bullying and harassment/Protected characteristics	
	Spring 1	Changes to the body during adolescence/Deepfakes and AI	
	Spring 2	Social environment and social groups	
	Summer 1	Equality in relationships/Being assertive/Consent and the law/Pornography, media images and the law/'ideal'males and females/Sex and the law/Contraception/Where to access advice about contraception and sexual health/Preventing unwanted pregnancy/Consequences of unprotected sex/Sexually Transmitted Infections/Risks and Consequences of being sexually active	
	Summer 2	Self expression/Messages about masculinity from media sources/Online influencers/Defining misogyny/Incel culture and why it's harmful	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	Autumn 1	“Netiquette” and online safety/Where to get help if feeling unsafe/Online and offline relationships	Jigsaw Education
	Autumn 2	Misuse of power in relationships/Campaigns for greater equality in different relationships	
	Spring 1	Resilience and Relationships/Nuturing important relationships/The importance of connections in relation to healthy relationships	
	Spring 2	The consequences of unprotected sex/STIs and symptoms, getting tested/Contraception/Sex and the law/Accessing advice and information about sexual health	
	Summer 1	Long term relationships/lust and attraction/Attachment/Unhealthy behaviours in relationships/Healthier relationships and connection/Media portrayal of relationships/Stalking and harassment/Coercion/Sex trafficking and modern slavery	
	Summer 2	Personal safety/Gender and stereotypes in relationships/Sex and the law/Myths and facts surrounding hymenoplasty and virginity testing/Where to access support/Family change	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	Autumn 1	'Being and adult'/Sex, relationships and the law/Coercive control and sexual harassment/Sexual violence in relationships/Risky sexual behaviour	Jigsaw Education
	Autumn 2	Identifying long term family goals/Different legal partnership choices/Skills for successful parenting	
	Spring 1	Staying safe in sexual relationships/Managing pressure to have sex/Consent/Contraception, fertility and pregnancy/How hormones affect us/Pregnancy loss and accessing support/Choices in pregnancy	
	Spring 2	Intimate romantic relationships/Media portrayals of sex and relationships/Protecting sexual and reproductive health/Terminology around gender and sexuality/LGBT+ and the law/'Coming out'/Imbalances of power in intimate relationships/FGM/Breast ironing/Domestic abuse/Reporting a crime	

**Appendix 2: By the end of secondary school students should know**

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>• 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</li> <li>• That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>• That forced marriage and marriage before the age of 18 are illegal</li> <li>• How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>• 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.</li> <li>• How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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</li> <li>• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> <li>• 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. Students should understand what it means to be treated with respect by others</li> <li>• What tolerance requires, including the importance of tolerance of other people’s beliefs</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The practical steps students 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</li> <li>• 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</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> <li>• The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
Online safety and awareness	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</li> <li>• 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. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images</li> <li>• About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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</li> <li>• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</li> <li>• How to seek support. They should also 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</li> <li>• 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</li> <li>• 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</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> <li>• Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• 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</li> <li>• 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</li> <li>• That criminals can operate online scams, such as 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</li> <li>• 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. That 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</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• 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</li> <li>• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</li> <li>• 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</li> <li>• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</li> <li>• About concepts and laws relating to: <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ 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</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> </li> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>• 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</li> <li>• About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent</li> <li>• 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</li> <li>• That some sexual behaviours can be harmful</li> <li>• 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</li> <li>• That there are choices in relation to pregnancy. Students 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</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"><li>• About 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</li><li>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</li><li>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</li><li>• How and where to seek support for concerns around sexual relationships including sexual violence or harms</li><li>• 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</li></ul>

**Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers including what the child will do when removed.			

## **Appendix 4: School specific information**

At Hamilton

The person responsible for leading RSE is:

Clare Biddiss, Assistant Headteacher, DSL and PD teacher

RSE is taught by:

Clare Biddiss

The delivery of RSE is monitored by:

Crispian Woolford, Deputy Head, Teaching, Learning and Curriculum

