

Respecting me, you, us – lessons 5-8: UK curriculum and PSHE Association Programme of Study links

England

| RELATIONSHIPS AND SEX EDUCATION (SECONDARY) | | | | | |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Respectful relationships, including friendships | 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. | ✓ | ✓ | | |
| | Practical steps they can take in a range of different contexts to improve or support respectful relationships. | | ✓ | | |
| Online and media | Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. | ✓ | | ✓ | ✓ |
| | The impact of viewing harmful content. | | | | ✓ |
| | 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. | | | | ✓ |
| | That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | | | | ✓ |
| Being safe | 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. | | | ✓ | |
| | 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can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). | | | ✓ | |
| Intimate and sexual relationships, including sexual health | 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. | | ✓ | ✓ | |
| | That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | | | ✓ | |
| | How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | | | ✓ | |
| The law | Pupils should be made aware of the relevant legal provisions when relevant topics are being taught. | | | ✓ | ✓ |

| PHYSICAL HEALTH AND MENTAL WELLBEING (SECONDARY) | | | | | |
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| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Mental wellbeing | How to talk about their emotions accurately and sensitively, using appropriate vocabulary. | ✓ | | | |
| Internet safety and harms | 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, 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. | | | | ✓ |

| COMPUTING (KS3) | | | | |
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| Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns | | | | ✓ |

Wales

| PERSONAL AND SOCIAL EDUCATION (KS3) | | | | | | |
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| Strand | Learners should be given... | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Active citizenship | Opportunities to: | Develop respect for themselves and others | ✓ | ✓ | ✓ | ✓ |
| | To understand: | The key aspects of the criminal justice system and how they relate to young people | | | ✓ | ✓ |
| Health and emotional well-being | Opportunities to: | Develop positive attitudes towards themselves and others | ✓ | ✓ | ✓ | |
| | To understand: | The law relating to aspects of sexual behaviour | | | ✓ | ✓ |
| | | The features of safe and potentially abusive relationships | | ✓ | ✓ | |
| | | The benefits of accessing different sources of information, support and advice. | ✓ | ✓ | ✓ | ✓ |

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| Moral and spiritual development | To understand: | What they believe to be right and wrong actions and the moral dilemmas involved in life situations | ✓ | ✓ | | |
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Scotland

| HEALTH AND WELLBEING (THIRD/FOURTH LEVEL) | | | | | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Mental and emotional wellbeing | I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. | ✓ | ✓ | ✓ | ✓ |
| | I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. | | ✓ | | |
| Social wellbeing | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. | | | ✓ | |
| Relationships, sexual health and parenthood | I understand and can demonstrate the qualities and skills required to sustain different types of relationships. | ✓ | ✓ | ✓ | |
| | I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage | | ✓ | ✓ | |
| | I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication | ✓ | | ✓ | |
| | I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. | | ✓ | ✓ | ✓ |
| | I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. | | | ✓ | ✓ |
| | I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. | | | ✓ | |
| | I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour. | | | ✓ | ✓ |

Northern Ireland

| HEALTH AND WELLBEING (THIRD/FOURTH LEVEL) | | | | | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement – Pupils should have the opportunity to... | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Personal development – self-awareness | Investigate the influences on a young person, for example peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc. | | | | ✓ |
| Personal development – relationships | Explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships etc. | | ✓ | ✓ | |
| | Explore the qualities of a loving respectful relationship, for example how choices within a relationship affect both physical and emotional development, friendships, etc. | | ✓ | ✓ | |
| | Develop strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation, mediation, etc. | ✓ | ✓ | | |
| | Explore the emotional, social and moral implications of early sexual activity, for example personal values, attitudes and perceptions, the law, STIs, the impact of underage parenting, etc. | | | ✓ | |

PSHE Association Programme of Study KS3

| CORE THEME 1: HEALTH AND WELLBEING | | | | | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Self-concept | H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. | | | | ✓ |
| Managing risk and personal safety | H30. how to identify risk and manage personal safety in increasingly independent situations, including online. | | | | ✓ |
| | H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety. | | | | ✓ |

| CORE THEME 2: RELATIONSHIPS | | | | | |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Positive relationships | R2. indicators of positive, healthy relationships and unhealthy relationships, including online. | | ✓ | | |
| | R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships. | | ✓ | | ✓ |
| | R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. | | | | ✓ |
| Relationship values | R9. to clarify and develop personal values in friendships, love and sexual relationships. | | ✓ | | |
| | R10. the importance of trust in relationships and the behaviours that can undermine or build trust. | | ✓ | | |
| | R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships. | | | | ✓ |
| Forming and maintaining respectful relationships | R13. how to safely and responsibly form, maintain and manage positive relationships, including online. | | ✓ | | |
| | R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online). | | ✓ | | |
| | R16. to further develop the skills of active listening, clear communication, negotiation and compromise. | ✓ | | | |
| | R19. to develop conflict management skills and strategies to reconcile after disagreements. | | ✓ | | |
| | R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them. | | ✓ | ✓ | |
| Consent | R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. | | | ✓ | |
| | R25. about the law relating to sexual consent. | | | ✓ | |
| | R26. how to seek, give, not give and withdraw consent (in all contexts, including online). | | | ✓ | |
| | R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. | | | | ✓ |
| | R29. the impact of sharing sexual images of others without consent. | | | | ✓ |
| Social influences | R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. | | ✓ | | |

| CORE THEME 3: LIVING IN THE WIDER WORLD | | | | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|----------------------------|-----------------------|
| Strand | Statement | Listening, understanding & communicating | Healthy relationships | Healthy sexual experiences | Sexual content online |
| Media literacy and digital resilience | L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them. | | | | ✓ |