Relationships and sex education

Topic (DfE statutory wording)	CES model curriculum **Notes in red indicate coverage but a more explicit link to the DfE guidance is needed.**	
	KS3	**KS4**
Families		
That there are different types of committed, stable relationships.	3.2.3.6 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.	
How these relationships might contribute to human happiness and their importance for bringing up children	3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	
What marriage is, including its 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	3.2.2.1 The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children 3.2.3.6 The nature and importance of	4.2.2.1 To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity 4.2.2.2 The role of marriage as the basis of family life

	marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.	and its importance to the bringing up of children, including an understanding of how the Church supports family life 4.2.3.7 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.
Why marriage is an important relationship choice for many couples and why it must be freely entered into	3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion.	
The characteristics and legal status of other types of long-term relationships	3.2.3.6 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.	

The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	3.2.3.7 The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex 3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child	4.2.3.6 Parenting skills and qualities and their central importance to family life (including the implications of young parenthood) 4.2.4.5 To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.
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	3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc. 3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help.	4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) 4.3.3.7.: To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.2.4.8 The importance of the school, the parish and

		other Catholic voluntary organisations in providing help and advice for young people

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	3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc 3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'. 3.2.4.4 The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the	4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.3 To manage changes in personal relationships including the ending of relationships 4.2.3.5 To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond 4.2.4.1 The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent 4.2.3.9 The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing

	responsibility in law for the seeker of consent to ensure that consent has been given. ##	circumstances
Practical steps they can take in a range of different contexts to improve or support respectful relationships	3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help 3.2.4.8 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
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	3.3.3.7 Recognise stereotypes and how they can encourage damage and prejudice	4.2.4.4 To understand the pernicious influence of gender double standards and victim-blaming
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	3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) 3.3.3.9. That everyone is created unique and equal in dignity (including reference to	

	protected characteristics defined in the Equalities Act 2010).	
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12 3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so	4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond **4.3.3.6.** About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and	4.2.3.8 About the impact of domestic and relationship violence (including sources of help and support) 4.2.3.9 The definitions of sexual

	strategies to respond to being targeted or witnessing the targeting of others	consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable 4.2.3.4. About harassment and how to manage this 4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond
What constitutes sexual harassment and sexual violence and why these are always unacceptable		4.3.3.1. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and

		strategies to manage this or access support for self or others at risk
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	3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010) 3.1.4.6 The concepts of sexual identity, gender identity and sexual orientation	

Online and Media

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	**3.2.4.5** How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images 3.3.3.9. That everyone is created unique and equal in dignity	4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond

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	3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
What to do and where to get support to report material or manage issues online	**3.2.4.8** There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	
The impact of viewing harmful content	3.2.4.6That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
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 partner	3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact	

	3.2.4.4: 'The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given' 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
how information and data is generated, collected, shared and used online	3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	

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	3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 3.3.3.3 The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for	4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable

	themselves or their peers.	
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)	3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.	4.2.4.2 The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent.

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	3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help 3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship 3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	4.2.3.2 The characteristics and benefits of positive, strong, supportive, equal relationships
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	3.1.4.2 That all aspects of health can be affected by choices made in sex and relationships	

the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including menopause	3.1.5.3 About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.5. The negative impact of substance use on both male and female fertility	4.1.5.4 About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 4.1.5.5 That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause). 4.1.5.6 The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform	4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform
That they have a choice to delay sex or to enjoy intimacy without sex	3.1.4.3 The importance and benefits of delaying sexual intercourse until ready	4.1.4.2 The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage

The facts about the full range of contraceptive choices, efficacy and options available	**3.1.5.3** About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods	**4.2.4.9** Where and how to obtain sexual health information, advice and support
The facts around pregnancy including miscarriage	3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome	4.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external 4.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome 4.1.5.3 The different stages in the development of an unborn child in the womb from the moment of conception to birth
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)		4.2.4.6 About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it

		4.2.4.10 About who to talk to for accurate, advice and support in the event of unintended pregnancy
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	3.3.3.2 That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence	4.3.3.7 About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk
	3.1.2.3 The Church's teaching on the morality of natural and artificial methods of managing fertility	4.1.2.4 The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk
How the use of alcohol and drugs can lead to risky sexual behavior	**3.2.4.7** To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions	4.2.4.3 The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	3.2.4.8 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	4.2.4.9 Where and how to obtain sexual health information, advice and support

Health Education

	KS3	KS4
Mental Wellbeing		
How to talk about their emotions accurately and sensitively, using appropriate vocabulary		4.1.4.3 Strategies for managing mental health and emotional well- being
That happiness is linked to being connected to others	3.1.4.1 How to develop self-confidence and self-esteem 3.1.4.4 There are different emotions which may emerge in relation to change and loss and strategies to manage them	4.1.4.3 Strategies for managing mental health and emotional well- being
How to recognise the early signs of mental wellbeing concerns		4.1.4.1 The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others
Common types of mental ill health (e.g. anxiety and depression)		4.1.4.1 The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	3.1.4.5 How to develop the skills needed to identify and resist peer and other types of pressure to conform	4.1.4.3 How to develop the skills needed to identify and resist peer and other types of pressure to conform 4.2.3.1 To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
The benefits and importance of physical exercise, time outdoors, community		4.1.4.3 Strategies for managing mental health and emotional well- being

participation and voluntary and service-based activities on mental wellbeing and happiness		

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	3.1.3.5 There are many different body shapes, sizes and physical attributes 3.1.3.6 Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual	4.1.3.3 The influences on their body image including the media's portrayal of idealised and artificial body shapes 4.1.3.4 The health risks and issues related to this, including cosmetic procedures
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	3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images 3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.8 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	4.2.4.3 An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond

Physical health and fitness

The positive associations between physical activity and promotion of		4.2.4.3 Strategies for managing mental health and emotional well- being

mental wellbeing, including as an approach to combat stress		
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.		
about the science relating to blood, organ and stem cell donation		
Healthy eating		
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer		
Drugs alcohol and tobacco		
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	3.2.4.7 To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions	4.2.4.3 The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships
The law relating to the supply and possession of illegal substances		
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	3.2.4.7 To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions	4.2.4.3 The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationship
The physical and psychological consequences of addiction, including alcohol dependency	3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome	4.1.5.6 The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility

	3.1.5.5. The negative impact of substance use on both male and female fertility	
Awareness of the dangers of drugs which are prescribed but still present serious health risks		
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so		

Health and prevention

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics		
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene	
The benefits of regular self-examination and screening		4.1.3.5 To take increased responsibility for monitoring their own health (including testicular and breast self-examination)
The facts and science relating to immunization and vaccination	3.3.3.1. The purpose and importance of immunisation and vaccination	
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn		

Basic first aid

Basic treatment for common injuries		
Life-saving skills, including how to administer CPR		
The purpose of defibrillators and when one might be needed		

Changing adolescent body

Key facts about puberty, the changing adolescent body and menstrual wellbeing	3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation	
The main changes which take place in males and females, and the implications for emotional and physical health	3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation	