



Key Stage 3 Curriculum Overview – Relationships and Sex Education (RSE)

Progression from Key Stage 2 and Progression through Key Stage 3:

Year 6	Students at the end of Key Stage 2 should know:	
	Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up• the characteristics of healthy family life• that others' families, sometimes look different from their family, but are also characterised by love and care• that stable, caring relationships, are at the heart of happy families, and are important for children's security• that marriage represents a formal and legally recognised commitment of two people to each other• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
	Caring friendships	<ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through• 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.
Respectful relationships	<ul style="list-style-type: none">• 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.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• 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.• 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.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.	

	Online relationships	<ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information• how information and data is shared and used online.
	Being safe	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults;• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.

		Autumn Term	Spring Term	Summer Term
Year 7	Personal Tutor themes	Bullying Domestic abuse and neglect Sexting Extremism and radicalisation	Sexual harassment Online internet safety	Health and wellbeing Grooming
	Assembly themes	Consent	Diversity and tolerance	Mental health/body image Drugs Social media use
	Science curriculum			Puberty and menstruation Balanced diet/healthy eating Families and relationships Basic first aid
Year 8	Personal Tutor themes	Bullying Domestic abuse and neglect Sexting Extremism and radicalisation	Sexual harassment Online internet safety	Health and wellbeing Grooming
	Assembly themes	Consent	Diversity and tolerance	Mental health/body image Drugs Social media use
	Science curriculum			Health choices and prevention Stable relationships/ marriage Bullying/cyber-bullying Social media
Year 9	Personal Tutor themes	Bullying Domestic abuse and neglect Sexting Extremism and radicalisation	Sexual harassment Online internet safety	Health and wellbeing Grooming
	Assembly themes	Consent	Diversity and tolerance	Mental health/body image Drugs Social media use
	Science curriculum			Body image/confidence Drugs, alcohol and tobacco Relationships and the law Contraception Staying safe online Stereotypes

KS3	Students at the end of Key Stage 3 should know:	
	Families	<ul style="list-style-type: none"> the different types of stable, caring relationships
	Respectful relationships	<ul style="list-style-type: none"> the different types of family relationships, friendships and other relationships the different types of bullying and its impact the effects of stereotyping
	Online and media	<ul style="list-style-type: none"> the impact of time spent online using social media the rules and principles for keeping safe online
	Being safe	<ul style="list-style-type: none"> the law as it applies to relationships
	Intimate and sexual relationships	<ul style="list-style-type: none"> the facts about the full range of contraception, efficacy and options available
	Additional content (new to secondary)	<ul style="list-style-type: none"> the importance of personal hygiene the impact of social media on body image the facts about legal and illegal harmful substances the processes of puberty and menstruation the importance of healthy and balanced diet how to administer basic first aid