

Year	Areas of RSE covered
7	<p><b>What makes a healthy friendship?</b></p> <ul style="list-style-type: none"> <li>• The characteristics of healthy and positive friendships (in all context, including online) including: trust, respect, honesty, kindness, generosity, boundaries and privacy and the management of conflict and ending friendships.</li> <li>• How to determine whether children or adults are trustworthy: judge when a friendship is unsafe (in both their own relationships and others) and how to seek support and advice, including reporting serious concerns.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul> <p><b>How do people identify with themselves and others?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How stereotypes, in particular stereotypes based on the Equality Act's (2010) protected characteristics (sex, gender, race, religion, sexual orientation or disability) can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice.</li> <li>• 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.</li> <li>• The law surrounding marriage, sexuality, gender identity.</li> </ul> <p><b>Online safety</b></p> <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> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>

Year	Areas of RSE covered
8	<p><b>What is love?</b></p> <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The laws surrounding marriage</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• 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.</li></ul> <p><b>How can we manage different influences in our lives?</b></p> <ul style="list-style-type: none"><li>• 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).</li><li>• The laws surrounding consent</li><li>• 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.</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• The concepts of, and laws relating to grooming and coercion, and how these can affect current and future relationships.</li><li>• The laws surrounding extremism, radicalisation and terrorism.</li></ul> <p><b>Does the internet portray a realistic image of life?</b></p> <ul style="list-style-type: none"><li>• The impact of viewing harmful content, including pornography.</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li><li>• Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li><li>• The laws surrounding accessing pornography.</li></ul>

Year	Areas of RSE covered
9	<p><b>How will I know if I am ready for sexual activity?</b></p> <ul style="list-style-type: none"> <li>• The concept of sexual consent and the laws surrounding it and how this can affect current and future relationships.</li> <li>• 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).</li> <li>• The laws surrounding consent, including the legal age of consent.</li> <li>• 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.</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 there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</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) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the 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 to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> <p><b>What risks do young people face in society?</b></p> <ul style="list-style-type: none"> <li>• The laws surrounding criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li> <li>• The laws surrounding substance misuse</li> <li>• The laws surrounding violence and exploitation by gangs</li> </ul>

# Personal Development Time

## Relationship and Sex Education Coverage



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY

Year	Areas of RSE covered
10	<p><b>What to do when a relationship becomes controlling?</b></p> <ul style="list-style-type: none"><li>• In the context of intimate relationships: how to determine whether other children or adults 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.</li><li>• 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).</li><li>• The laws surrounding consent, including the legal age of consent.</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li></ul> <p><b>What issues still exist in relationships in society?</b></p> <ul style="list-style-type: none"><li>• The concepts of, and laws relating to, abuse, coercion, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li><li>• In the context of forced marriage, considering why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The laws surrounding violence against women and girls</li><li>• The laws surrounding female genital mutilation (FGM)</li></ul> <p><b>Why should you be careful when using our phones?</b></p> <ul style="list-style-type: none"><li>• The impact of viewing harmful content.</li><li>• 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.</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li></ul>

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11	<p><b>What does it mean to be a parent?</b></p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• 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).</li> <li>• The facts around pregnancy including miscarriage.</li> </ul> <p><b>What does an unhealthy relationship look like?</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The laws surrounding consent, including the legal age of consent.</li> <li>• In the context of unhealthy relationships: 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.</li> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, coercion, rape and domestic abuse, and how these can affect current and future relationships.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>How do I have healthy intimate relationships?</b></p> <ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</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) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the 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 to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>