

## RSHE Lower secondary framework v1 Jan 2020

This document is to be used alongside the Secondary **RSHE Outcomes progression framework v1 Jan 2020**. It provides statements of progression across the year groups in KS3 for the new statutory outcomes for Relationships, Sex and Health Education.

Parents are able to withdraw from sex education elements up until 3 terms before a child's 16<sup>th</sup> birthday where a child can opt-in. Those elements marked with an asterisk in the table below may be considered sex education and therefore eligible for parental withdrawal.

Year 7 pupils have the opportunity to learn:	Year 8 pupils have the opportunity to learn:	Year 9 pupils have the opportunity to learn:
<b>Families</b> <ul style="list-style-type: none"> <li>the role of families in bringing up children (RE2)</li> <li>about trust and how we recognise this in our relationships (RE7)</li> <li>who can help if we are worried about family, friend or other relationships (RE7)</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>about commitment in relationships and the different ways that people may show this (RE1)</li> <li>why marriage is an important choice for many couples (RE4)</li> <li>about marriage and civil partnership celebrations in different faiths and cultures (RE3)</li> <li>the different roles and responsibilities within families, and how this may change during adolescence (RE6, RE9)</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>the characteristics of successful parenting (RE6)</li> <li>about the challenges associated with being a teenage parent (RE6)</li> <li>legal status around different types of commitment, eg. cohabiting, civil partnership, marriage (RE1, RE3)</li> <li>about sources of support for those in unsafe relationships or situations and how to access them (RE7)</li> </ul>
<b>Respectful relationships (including friendships)</b> <ul style="list-style-type: none"> <li>dealing with changing friendships in the move to secondary school (RE8, RE9)</li> <li>the ways in which friends support each other (RE7, RE8)</li> <li>common stereotypes and their impact (RE10)</li> <li>about different types of bullying and Cyberbullying (including school policy and procedures) (RE12)</li> <li>the importance of personal identity and respecting everyone's right to their own identity (RE10, RE11, RE15)</li> </ul>	<b>Respectful relationships (including friendships)</b> <ul style="list-style-type: none"> <li>the characteristics of a healthy relationship (RE8, RE11, RE13, RE26)</li> <li>the skills needed for successful, healthy relationships (RE8)</li> <li>how to start and end relationships (RE8, RE9, RE11)</li> <li>the impact of bullying on individuals (RE12)</li> <li>about gender identity, including transgender and non-binary (RE10, RE11, RE15)</li> </ul>	<b>Respectful relationships (including friendships)</b> <ul style="list-style-type: none"> <li>what constitutes sexual harassment, laws and impact (RE10, RE14)</li> <li>what a hate crime is (including misogyny) and laws around this (RE10, RE11, RE12, RE15)</li> <li>how to manage conflict in relationships (RE8, RE9)</li> <li>about different types of domestic abuse, including coercive control (RE7, RE10, RE13, RE24)</li> </ul>
<b>Online and media</b> <ul style="list-style-type: none"> <li>laws around sharing of indecent images (RE17, RE18, RE19, RE22)</li> </ul>	<b>Online and media</b> <ul style="list-style-type: none"> <li>laws around accessing pornography and sharing of sexual images (RE17, RE18, RE20, RE21, RE22)</li> </ul>	<b>Online and media</b> <ul style="list-style-type: none"> <li>about how pornography presents a distorted picture of sexual behaviours (RE21)</li> </ul>

<ul style="list-style-type: none"> <li>when to seek help for issues online and how to report material (RE18)</li> <li>about the age restrictions on some sites and why these are in place (RE16)</li> <li>about how information is generated, collected and shared online (RE23)</li> <li>where to access trustworthy information online (RE7)</li> </ul>	<ul style="list-style-type: none"> <li>about radicalisation, how to recognise the signs and seek support (RE17, RE19, RE20)</li> </ul>	<ul style="list-style-type: none"> <li>the potential impact of viewing harmful content online, including on mental health (RE20)</li> </ul>
<b>Being safe</b> <ul style="list-style-type: none"> <li>what grooming is and how to seek help (RE24, HE8)</li> <li>what Female Genital Mutilation is, laws in this country and how to get help (RE24)</li> <li>about the importance of consent in all relationships (RE25)</li> </ul>	<b>Being safe</b> <ul style="list-style-type: none"> <li>the laws in relation to sexual activity, including consent (RE14, RE24, RE25)</li> <li>about laws around and warning signs of sexual exploitation (RE8, RE24)</li> <li>about gangs and their impact on individuals, groups and communities (RE24)</li> </ul>	<b>Being safe</b> <ul style="list-style-type: none"> <li>what honour-based violence is, laws around it and how to get help (RE24)</li> <li>laws around consent and how to give and receive consent (RE14, RE24, RE25)</li> </ul>
<b>Intimate and sexual relationships incl. sexual health</b> <ul style="list-style-type: none"> <li>about human reproduction, pregnancy, and the ways that families can be made* (RE28)</li> <li>about reasons why people choose to have sex in relationships, in the context of relevant laws* (RE27, RE30)</li> <li>awareness that there are methods of contraception that prevent pregnancy and Sexually Transmitted Infections* (RE31)</li> <li>awareness that there are a range of choices for someone who is pregnant, including keeping the baby, adoption or abortion (RE33)</li> </ul>	<b>Intimate and sexual relationships incl. sexual health</b> <ul style="list-style-type: none"> <li>the characteristics of healthy intimate relationships* (RE26)</li> <li>about choices people make around sex, including delaying sex or enjoying intimacy without sex* (RE30)</li> <li>basic facts about some different methods of contraception* (RE31)</li> <li>know how condoms are used and where they can be accessed* (RE31, RE37)</li> <li>basic information about STIs (how they are transmitted and where they can be treated)* (RE27, RE34, RE35)</li> </ul>	<b>Intimate and sexual relationships incl. sexual health</b> <ul style="list-style-type: none"> <li>how to recognise the characteristics of a healthy intimate relationship* (RE26)</li> <li>impact of alcohol use on decision-making around sex (including capacity to consent)* (RE14, RE24, RE36)</li> <li>about Sexually Transmitted Infections, prevalence and treatment* (RE34, RE35, RE37)</li> <li>the range of contraceptive options and how these are accessed* (RE31, RE37)</li> </ul>
<b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>about how to express feelings accurately and the support available within school for wellbeing concerns (HE1, HE3)</li> <li>about the importance of adequate sleep for mental wellbeing (HE5, HE23)</li> </ul>	<b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>about common types of mental illness and their symptoms (eg. anxiety and depression) (HE4)</li> <li>how, when and where to seek help for wellbeing concerns (HE1, HE3)</li> <li>how to recognise what impacts on mental health,</li> </ul>	<b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>how to recognise the signs of mental illness in themselves and others (HE3)</li> <li>the role of friends in supporting mental wellness and when it is appropriate to seek other support (HE2, HE3)</li> </ul>

<ul style="list-style-type: none"> <li>• about how being connected with others supports mental wellbeing (HE2)</li> <li>• that they can take care of their mental health in the same way as they do their physical health and some ways to do this (HE5, HE6)</li> <li>• to recognise and celebrate their achievements and how this impacts on their self-esteem (HE5)</li> </ul>	<ul style="list-style-type: none"> <li>• both positively and negatively, including puberty changes (HE5, HE6, HE28)</li> <li>• about mindfulness and other techniques to induce relaxation and calm (HE5)</li> </ul>	<ul style="list-style-type: none"> <li>• how community participation contributes to mental wellbeing (HE6)</li> </ul>
<b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online and how to report or find support if they have been affected (HE8)</li> <li>• how advertising is targeted at people online and in the media (HE7)</li> <li>• managing time spent online (HE8)</li> </ul>	<b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>• the impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HE7)</li> <li>• the impact of trolling and who can help (HE8)</li> </ul>	<b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>• how social media can impact on wellbeing, and sources of support (HE8)</li> </ul>
<b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• about what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HE10)</li> </ul>	<b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• about the different types of physical activity and their impact on the body (HE9, HE10)</li> </ul>	<b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>• the benefits of physical activity on mental wellbeing (HE5, HE9)</li> </ul>
<b>Healthy eating</b> <ul style="list-style-type: none"> <li>• about the Eatwell plate and recommended guidelines around healthy eating (HE12)</li> <li>• how choices around food can contribute to keeping teeth healthy (HE12)</li> <li>• how different food choices impact on the body (HE12, HE20)</li> </ul>	<b>Healthy eating</b> <ul style="list-style-type: none"> <li>• the range of influences that might impact food choices (including media, peers, cost, etc) (HE12)</li> </ul>	<b>Healthy eating</b> <ul style="list-style-type: none"> <li>• how to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (eg. 'fad' diets) (HE12)</li> </ul>
<b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HE18)</li> <li>• why people use drugs and what the risks might be (HE13)</li> </ul>	<b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• about different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HE14)</li> <li>• the facts about legal and illegal drugs and the risks associated with them (HE13)</li> </ul>	<b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• how drugs can impact on mental health (HE5, HE13)</li> <li>• how alcohol impacts on decision-making and risk-taking (HE13, RE36)</li> <li>• about county-lines and the impact on individuals</li> </ul>

<ul style="list-style-type: none"> <li>about the safe use of prescription medication, including antibiotics (HE17, HE19)</li> </ul>	<ul style="list-style-type: none"> <li>the risks of dependency and addiction (HE16)</li> </ul>	(HE13, HE14)
<b>Health and prevention</b> <ul style="list-style-type: none"> <li>how to maintain good oral hygiene, including dental flossing, healthy eating and regular check-ups at the dentist (HE12, HE20)</li> </ul>	<b>Health and prevention</b> <ul style="list-style-type: none"> <li>facts and science about immunisation and vaccination, including HPV vaccine (HE22)</li> </ul>	<b>Health and prevention</b>
<b>Basic first aid</b> <ul style="list-style-type: none"> <li>when and how to seek further help for someone who is injured (HE24)</li> </ul>	<b>Basic first aid</b> <ul style="list-style-type: none"> <li>when and how to administer CPR (HE25)</li> <li>the purpose of defibrillators and when one might be needed (HE26)</li> <li>how to treat common injuries (HE24)</li> </ul>	<b>Basic first aid</b> <ul style="list-style-type: none"> <li>how to put someone in the recovery position and to recognise when this is needed (HE24)</li> </ul>
<b>Changing adolescent body</b> <ul style="list-style-type: none"> <li>how to manage periods effectively in and out of school (HE27)</li> <li>how to manage the physical and emotional changes of puberty (HE28)</li> <li>how to maintain personal hygiene (HE19, HE28)</li> </ul>	<b>Changing adolescent body</b> <ul style="list-style-type: none"> <li>how to manage periods effectively, including when to seek additional help (HE27)</li> </ul>	<b>Changing adolescent body</b>