

At a Glance

Relationships and Sex Education (RSE) and Health Education Checklist - Secondary

Your PSHE programme probably already includes many of the requirements of the new RSE statutory guidance. Designed to cut through the jargon, our quick check list below will provide a speedy audit and allow you to record where you plan to cover all content. That way you can be confident, if asked, that you are meeting all the elements of this new guidance.

The topic information below is for the entirety of both key stage 3 and key stage 4. Your planning should be for progress across these stages.

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| Topic – please ensure that your PSHE Scheme of Work has considered all the following points | Is it covered in our Scheme? | Where? |
| **Family Relationships** |  |  |
| What are the different types of relationships that people are involved in? Family, partner, friendship, colleague etc. |  |  |
| How healthy relationships are beneficial for good physical and mental health. |  |  |
| How healthy relationships can be a solid foundation for raising children. |  |  |
| How healthy families protect and care for all generations (Include young carers and other types multi-generational care at this point). |  |  |
| What is marriage? What are the legal benefits of being married? |  |  |
| Why do many couples choose to get married? |  |  |
| Why some choose not to marry, other options and the legal characteristics of these e.g., civil partnership. |  |  |
| How does a legal marriage differ from co-habitation or e.g., taking part in an unregistered religious marriage? |  |  |
| Why it is important marriage is a free choice. (Explain that forced marriage is illegal in this country and places for support and help in relation to this) |  |  |
| The roles and responsibilities of parents. |  |  |
| What makes a successful parent? |  |  |
| How to judge others and sources of information as trustworthy and safe. |  |  |
| How to seek help and support and report concerns, if they feel unsafe and how to keep asking if they feel they are not heard. |  |  |
| **Respectful Relationships including friendship** |  |  |
| What are the qualities associated with a respectful relationship? This includes non-sexual relationships including those online. |  |  |
| The role of mutual trust, honesty, kindness and generosity in respectful relationships. |  |  |
| That all relationships should have appropriate boundaries, involve consent and be respectful of privacy. |  |  |
| How to manage relationships conflict, resolution or the respectful ending of a relationship. |  |  |
| Where to find help and support, plus practical strategies they can use if they are facing difficulties within a relationship. |  |  |
| Why the use of stereotypes, especially those related to sex, gender, sexual orientation, race, religion or disability can cause damage to individuals and to society in large. |  |  |
| How stereotypes can normalise unacceptable (e.g., non-consensual) behaviours and create further prejudice. |  |  |
| Why respect for others and their beliefs is important in modern society. |  |  |
| Why we should have respect for the law and people in positions of authority. (*We would also include the right to challenge the law and those in authority through legal and peaceful means.*) |  |  |
| The different types of bullying including cyber bullying and the impact of this behaviour. |  |  |
| The responsibilities of bystanders to bullying |  |  |
| How to report bullying within your school and generally. |  |  |
| Behaviours within relationships that are criminal e.g., violent behaviour or coercive control. |  |  |
| What is Sexual Violence and Sexual Harassment and why it is never acceptable. |  |  |
| The fact that the Equality Act 2010 outlines our legal responsibilities to ensure equality for all, especially for those with protected characteristics. |  |  |
| **Online and Media** |  |  |
| The rights and responsibilities of being online. |  |  |
| That your behaviour online should reflect the standards of behaviour that you would conduct yourself by in the real world. |  |  |
| Online risks, particularly in relation to their digital footprint. |  |  |
| The difficulty of removing potentially harmful or compromising material once it has been shared online. |  |  |
| The need to ensure that they do not share personal information online with others, nor should they share information or material about other people which has been sent to them. |  |  |
| Where to get help and support to report material seen online or manage issues arising as a result. |  |  |
| The impact of viewing harmful material for the viewer, those in relationships with the viewer, both current and future, and wider society. |  |  |
| That the viewing of pornography can distort perceptions of a healthy sexual relationship for current and future partners. |  |  |
| That these distorted perceptions can affect how people view themselves, their position in the world and their behaviour towards sexual partners. |  |  |
| That no child under 18 can consent to the creation of an indecent image. Any indecent image of a child under 18 is against the law. |  |  |
| That viewing or sharing indecent images of children, including that created by the child themselves, is against the law and carries severe penalties including imprisonment. |  |  |
| How information and data is generated, collected, shared and used online. |  |  |
| How information seen on line should be verified from legitimate sources before being understood as truth. |  |  |
| **Being Safe** |  |  |
| The law in relation to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape and domestic abuse. |  |  |
| The impact of the above on current and future relationships. |  |  |
| Sources of help and support for the above issues both in school and externally. |  |  |
| What is Forced Marriage, Honour Based Violence and FGM. That they are illegal in the UK and where to get help and support. |  |  |
| How to communicate consent and recognise consent (including in sexual relationships) in others. |  |  |
| Understanding how and when consent can be withdrawn (in all contexts, including online). |  |  |
| **Intimate and Sexual Relationships, including Sexual health** |  |  |
| What a healthy one-to-one sexual relationship looks like. |  |  |
| The role of mutual trust, respect and loyalty within intimate relationships |  |  |
| The benefits of having friendship and shared interests within an intimate relationship. |  |  |
| How choices in relation to intimate relationships can impact positively and negatively on physical, mental and emotional health. |  |  |
| Reproductive health and the impact of lifestyle on this. |  |  |
| Puberty, menstruation and menopause. |  |  |
| The importance of consent, when consent can and cannot be given etc. |  |  |
| The reasons why you may want to delay sexual activity and strategies about how to do this. |  |  |
| Why you should not put pressure on others to engage in sexual activity. |  |  |
| The different contraceptive choices that are available, their effectiveness and potential side effects. |  |  |
| Facts about Pregnancy and miscarriage |  |  |
| The choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption and abortion.) |  |  |
| Where to seek help if you or your partner suspects that they are or is pregnant. |  |  |
| The prevalence, signs and symptoms of sexually transmitted infections (STIs) and how they are transmitted. (Including HIV) |  |  |
| How STIs can be treated. |  |  |
| How to reduce the risk of STIs, including use of condoms. |  |  |
| How the use of alcohol and/or drugs may increase the likelihood of sexually risky behaviour. |  |  |
| The importance of testing and where to seek confidential support and treatment outside of school. |  |  |
| **Physical Wellbeing** |  |  |
| The link between physical and mental wellbeing e.g., how physical activity can promote wellbeing by for example reducing stress |  |  |
| The importance of aiming for a healthy lifestyle in reducing the likelihood of illness. |  |  |
| Where to seek help and support with healthy lifestyles. |  |  |
| The importance of a healthy balanced diet and maintaining a healthy weight. |  |  |
| The importance of regular and appropriate levels of sleep. |  |  |
| The importance of taking care in the sun, and how to protect yourself against skin cancer. |  |  |
| The science relating to blood, organ and stem cell donation. |  |  |
| First Aid – basic treatment for wounds |  |  |
| First Aid – CPR (over 12s only). |  |  |
| First Aid – what a defibrillator is and when it might be used. |  |  |
| **Mental Wellbeing** |  |  |
| Vocabulary which will help pupils to discuss emotions and feelings in an accurate and sensitive manner. |  |  |
| Common types of mental health problems e.g., anxiety, depression and the signs and symptoms of these. |  |  |
| Recognising the early signs of mental ill health in themselves and others |  |  |
| Understanding the impact that their actions have on their own and other mental wellbeing. |  |  |
| The link between physical and mental wellbeing and the benefits exercise and spending time outside can have on mental wellbeing. |  |  |
| The link between feeling well connected to others and mental wellbeing. |  |  |
| The role of community links, voluntary work and service-based activities in promoting good mental health. |  |  |
| The importance of asking for support if they have concerns about their own or someone else’s mental health. |  |  |
| Who to speak to if they are worried about their own, or someone else’s mental health |  |  |
| **Internet Safety and Harms** |  |  |
| The similarities and differences between the online and offline physical world. |  |  |
| Understand that people manipulate the reality presented on social media to show themselves and their lives in a constantly positive way. |  |  |
| Dangers for mental wellbeing of comparisons with others online e.g., body image |  |  |
| The dangers associated with online gambling. |  |  |
| Understanding how information and advertising is targeted at them |  |  |
| That critical analysis of information and advertising should be a regular part of being online. |  |  |
| How to report bullying, abuse of harassment. |  |  |
| Where to find support if they have been a victim of online bullying, abuse or harassment. |  |  |
| **Drugs, Alcohol and Tobacco** |  |  |
| Facts about illegal drugs, alcohol, tobacco. \* |  |  |
| The law in relation to possession and supply of illegal drugs. |  |  |
| The effects of drug, alcohol and tobacco use and physical and psychological risks associated with the short and long term of using these, including addiction and dependency. |  |  |
| The link between drug and alcohol dependency and poor mental health and wellbeing. |  |  |
| Appropriate low risk use of alcohol in adulthood. |  |  |
| The dangers associated with long term or inappropriate prescription drug use. |  |  |
| Where to seek help and support with ceasing use of the above. |  |  |

* The guidance does not mention vaping. However, we would recommend that if you do not already cover this, and caffeine heavy energy drinks, that these should be in your scheme.