

# Respected and RSE National Curriculum Guidelines

The Respected programme is designed in accordance with government guidelines for RSE [1]. This document details the relevant sections of the guidelines that the programme, as a whole, addresses.

It is intended to demonstrate the relevance and necessity of the programme, whilst appreciating that it does not cover every aspect of the curriculum. Rather, it is designed to be used alongside the wider provision from the school.

We also do not claim to provide totally comprehensive coverage of the areas highlighted, and it is important for schools to reinforce the themes and principles in our material.

The Respected programme is designed to be delivered as a whole. It consists of four units aimed at Years 7, 8, 9 and 11 respectively. Each unit is in two parts: a film available to stream in class, and interactive follow on material delivered in classes afterwards, both of which can easily be facilitated by a teacher or, in some cases, a member of the Respected Team.

## Key:

**Bold** - covered in depth

*Italics* - more limited coverage

Normal type - not covered

[1] *“Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers” issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 by the DfE.*

# Coverage Overview

An at-a-glance guide to curriculum coverage by Respected.

By the end of secondary school:

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| <b>Families</b>  | <p>Pupils should know</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>● 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><li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>● the characteristics and legal status of other types of long-term relationships.</li><li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>● <b>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.</b></li></ul> |
| <b>Respectful relationships, including friendships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>● <b>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent</b> and the management of conflict, reconciliation and ending relationships. <b>This includes different (non-sexual) types of relationship.</b></li></ul>   |

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|                                | <ul style="list-style-type: none"> <li>● <i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></li> <li>● 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).</li> <li>● <b>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.</b></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>● that some types of behaviour within relationships are criminal, <i>including violent behaviour and coercive control.</i></li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that <b>everyone is unique and equal.</b></li> </ul> |
| <p><b>Online and media</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>● <i>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i></li> <li>● <b>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.</b></li> <li>● <b>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></li> <li>● <b>what to do and where to get support to report material or manage issues online.</b></li> <li>● <b>the impact of viewing harmful content.</b></li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>that sharing and viewing indecent images of children (including those created by children) is a criminal offence</b> which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>   |
| <p><b>Being safe</b></p>   | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the <b>concepts of</b>, and laws relating to, <b>sexual consent, sexual exploitation, abuse, grooming, coercion, harassment</b>, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● <b>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn</b> (<i>in all contexts, including online</i>).</li> </ul>   |
| <p><b>Intimate and sexual relationships, including sexual health</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>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.</b></li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul> |

- *that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.*
- **that they have a choice to delay sex or to enjoy intimacy without sex.**
- **the facts about the *full* range of contraceptive choices, efficacy and options available.**
- the facts around pregnancy including miscarriage.
- **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).**
- **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.**
- **about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.**
- **how the use of alcohol and drugs can lead to risky sexual behaviour.**
- **how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.**