

## **2026 Respected Programme**

2025/6 UK Government RSHE  
Guidance Compliance Document

## Respected Programme coverage of 2026 RSE Guidance

*The Respected programme's aims and style of delivery is directly in line with what has been laid out in the Government Guidance. We are holistic in our approach balancing skill development with knowledge and appreciation of the importance of physical, emotional and mental health.*

*There is a huge focus on CRITICAL THINKING SKILLS across the whole programme.*

### Relationships and Sex Education (RSE): Secondary

32. RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

33. Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

34. Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

35. RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.

36. When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Whole programme coverage (Yr7-11)

Year 7 (Think Again)

Year 8 (Real Connection)

Year 9 (I wish)

Year 10/11 (The Big L)

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Content	Film	FO	Notes
<p><b>Families</b></p> <p>Curriculum content:</p> <p>1. That there are different types of committed, stable relationships.</p> <p>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</p> <p>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</p> <p>4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</p> <p>5. That forced marriage and marrying before the age of 18 are illegal.</p> <p>6. How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</p> <p>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Whole programme has examples of same sex relationships and gender-neutral names often used</p> <p>Context of initial attraction and excitement of relationships and knowledge of partner naturally changing over time</p> <p>Signposting help throughout. Yr7 context - friendships, romantic relationships from Yr8 onwards</p>

Whole programme coverage (Yr7-11)

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Content	Film	FO	Notes
<p><b>Respectful relationships</b></p> <p>Curriculum content:</p> <p>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</p> <p>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</p> <p>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</p> <p>6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</p> <p>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Context for Year 7 is friendship, romantic relationships from Yr8 onwards</p> <p>Impact of negative online commenting</p> <p>Body image and self-talk</p> <p>Implicit in many activities across the programme</p> <p>Yr7 How to kindly end a friendship Yr10 How to sensitively break-up with someone</p>

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<p>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</p>	Y	Y	<p>Yr7 - understanding boundaries &amp; consent in any context            Yr8 - romantic context            Yr9 - consent in sexual activity (&amp; the law)            Yr10/11 - consent in all relationship behaviours (&amp; the law)</p>
<p>9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p>	Y	Y	<p>Stereotypes covered in general, but not each area specifically</p>
<p>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p>	Y	Y	<p>Yr7 - bullying            Yr8 - coercive control in romantic relationships            Yr9/10/11 - power imbalance impact on sexual consent</p>
<p>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</p>	Y	Y	<p>Yr8 - introduction to pornography as not for under 18s            Yr10/11 - whole lesson on harms, negative impacts and addictive nature of porn</p>
<p>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</p>	Y	Y	<p>'Incels' only in follow-on material but influencers referred to throughout</p>

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<p><b>Online safety and awareness</b></p> <p>Curriculum content:</p> <p>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.</p> <p>3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.</p> <p>4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</p> <p>5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Grooming/CSE covered in depth</p> <p>Yr7 Sexting covered in depth (mentioned again in Yr 10/11)</p> <p>Yr7 covers the law in detail. Mentioned again in Yr10/11</p>

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<p>14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p>	<p>Y</p>	<p>Y</p>	<p>Grooming/sextortion covered in depth</p>
<p>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</p>		<p>Y</p>	<p>Yr8 - introduced when discussing online influences Yr10/11 - potential harms of AI chatbots</p>

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<p><b>Being Safe</b></p> <p>Curriculum content:</p> <p>1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.</p> <p>2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</p> <p>3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.</p> <p>4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.</p> <p>5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</p> <p>6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>As critical thinking is a 'pillar' of the whole programme there are lots of opportunities to practice this.</p> <p>Detailed section on Grooming in Yr7</p> <p>Upskirting just in FO</p> <p>Law covered but not in lots of detail</p>

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<p>8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p>	Y	Y	We encourage a whole school approach to what constitutes harmful sexual behaviour inc. language
<p>9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p>	Y	Y	
<p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p>	Y	Y	
<p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p>	Y	Y	
<p>12. The concepts and laws relating to forced marriage.</p>			
<p>13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</p>			
<p>14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.</p>	Y		
<p>15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.</p>	Y	Y	Pornography covered in depth in Lesson 2 of Yr10/11
<p>16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p>	Y	Y	

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Content	Film	FO	Notes
<p><b>Intimate and sexual relationships, including sexual health</b> (only covered in Yr9 and Yr10/11 so 'whole programme' refers to both of these)</p> <p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</li> <li>3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</li> <li>4. 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>5. That some sexual behaviours can be harmful.</li> <li>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</li> <li>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</li> <li>8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Lots of opportunity to discuss this idea is given across Yr9 and Yr10/11</p> <p>Prep and PEP just in film but not expanded upon in FO.</p>

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Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma			
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Y	Y	
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Y	Y	Also in Yr10/11 in the context of Consent
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Y	Y	
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	Y	Y	

In addition:

From the **Wellbeing online** section:

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

From the **Health protection and prevention, and understanding the healthcare system**:

The facts and scientific evidence relating to vaccination, immunisation (in the context of HPV)

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