

Appendix 1: Relationships and Sex Education – Curriculum Across Pathways

The addition of Key Stage is for reference only. Students will be taught each topic depending on their cognition, emotional and physical development and relationship needs

Early Years / Key Stage 1 (EYFS, Y1–2)		
Focus: Naming body parts, personal space, kindness, honesty, privacy, dignity.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5
Adults use “on body” signs, song cues, and visuals to support personal care with dignity. Develop positive self-image and choice making.	My Body: Name body parts using songs/games. Understand personal space (“my body = my space”). Very early ideas of consent (holding hands only if both agree).	My Body: Label body parts accurately. Similarities/differences between self and peers. Initial consent (only touching with permission).
Promote sharing, turn-taking, and emotions (happy/sad). Adults comment on feelings shown.	Emotions: Identify and describe emotions using visuals/behaviour charts.	Emotions: Recognise emotions, describe simple coping strategies.
Families: Awareness of family members (voices, photos).	Families: Who is in my family? Name family members.	Families: Roles of different family members, respect for differences.
Key Stage 2 (Y3–6)		
Focus: Friendships, family, emotions, private/public, early puberty, hygiene.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5
Explore feelings with adults narrating emotions. Body awareness through messy play, movement, physiotherapy.	My Body: Label body parts, differences & similarities. Awareness of what is private/public. Initial consent (ask before touching).	My Body: Name body parts, understand public/private behaviours. Early puberty and hygiene (washing, deodorant).

Families: Recognise voices/photos of family.	Families: Who is in my family? Differences between families.	Families: Similarities/differences across families, including same-sex parents/carers.
Emotions: Celebrate happiness, support when sad.	Emotions: Express emotions using charts, identify triggers.	Emotions: Link emotions to behaviour, explore coping strategies.
Relationships: Explore safe adults and peers.	Relationships: Building friendships, recognising safe vs unsafe behaviours.	Relationships: Online safety, stereotypes and prejudice, recognising positive male role models.
Key Stage 3 (Y7–9) Focus: Puberty, body changes, friendships, consent, online safety, equality.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5
Relationships: Explore safe interactions with peers, feeling safe with others.	Relationships: Bullying, circles of closeness, appropriate vs inappropriate touch.	Relationships: Consent in law, power dynamics, manipulative relationships, incel culture.
Emotions: Adults label emotions shown, celebrate happiness, comfort sadness.	Emotions: Express emotions verbally/visually, strategies to cope.	Emotions: Explore the difference between friendship vs being in love. Coping with strong emotions.
My Body: Explore body parts through sensory/movement play.	My Body: Differences between male/female, naming private body parts, puberty changes.	My Body: Puberty, reproduction, menstruation, masturbation, hormones. Correct terminology used.

Safety: Celebrate differences, promote dignity.	Safety: E-safety, sexting, grooming, good/bad touch.	Safety: Pornography (including AI/deepfakes), toxic masculinity, misogyny. Risks of manipulated online media. Suicide prevention awareness – recognising signs and seeking help.
Key Stage 4 (Y10–11) Focus: Sexual health, contraception, STIs, relationships, parenting, online safety.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5
Relationships: Safe relationships with peers, exploring feelings.	Relationships: Healthy/unhealthy relationships, bullying, circles of closeness, parenting.	Relationships: Healthy/unhealthy relationships, coercive control, same-sex marriages, adoption, parenting.
My Body: Explore body through movement/messy play.	My Body: Male/female differences, puberty, menstruation.	My Body: Sexual intercourse, reproduction, pregnancy, contraception, STIs.
Safety: Celebrate awareness of family members.	Safety: Good touch/bad touch, consent, sexting.	Safety: Pornography, deepfakes, grooming, FGM, peer pressure, drugs/alcohol and relationships.
Myself & Others: Respect diversity, different families.	Myself & Others: Diversity, equality, LGBTQ+ relationships integrated.	Myself & Others: Equality Act 2010 – protected characteristics, challenging stereotypes, gender reassignment in law.
Key Stage 5 (Y12–14) Focus: Adult relationships, sexual health, independence, diversity, consent, safeguarding.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5

Relationships: Explore safe relationships with familiar adults/peers.	Relationships: Healthy/unhealthy relationships, consent, parenting.	Relationships: Healthy/unhealthy relationships, coercive control, power dynamics, consent in law, diverse families.
My Body: Explore movements through physiotherapy/messy play.	My Body: Sexual development, reproduction, contraception, STIs.	My Body: Sexual intercourse, reproduction, contraception, pregnancy, STIs, sexual health clinics.
Myself & Others: Awareness of diversity.	Myself & Others: Gender, identity, equality, respecting difference.	Myself & Others: Gender identity (facts and law), diversity, inclusion of LGBTQ+ relationships.
Safety: Familiar adults narrate safe routines.	Safety: Bullying, sexting, grooming, consent.	Safety: Pornography, AI/deepfakes, online misogyny, suicide prevention awareness, accessing help.

Appendix 2a: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2b: By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

	• 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)
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Intimate and sexual relationships, including sexual health	• 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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
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