

Talk Relationships: Teacher Guidance

+ Overview

This guidance accompanies the NSPCC's *Talk Relationships* teaching materials for schools across the UK. Aimed at young people aged 11-16, the lessons explore how to negotiate relationships in healthy and safe ways. Through developing relevant, age-appropriate knowledge, understanding and skills, the lessons reinforce the NSPCC's commitment to helping young people to:

- grow up understanding healthy and harmful relationships
- recognise their right to be safe, heard, and respected
- know how to get help if they need it, including from [Childline](#)

Please read and consider this guidance before teaching the lessons.

Introduction to the resource

The series of lesson plans begins with three lessons for ages 11-12, then six lessons for ages 12-14, and finally four lessons for young people aged 15-16. The lessons build upon one another in age-appropriateness of the content and the complexity of the learning. They explore issues relating to personal safety and wellbeing through a focus on healthy and unhealthy relationships, including online friendships, hurtful behaviour, the influence of social media, consent, recognising abuse, the sharing of explicit images and the impact of pornography.

There is also a lesson plan for the final year of primary school, which we would encourage you to share with your feeder primary schools. It prepares young people for a smooth transition to secondary school and lays the foundations for the secondary lessons.

Lesson plans for ages 11-12

The lessons for young people aged 11-12 years provide foundational learning for the exploration of healthy and unhealthy relationships which follows in the later lessons. They are designed for the very beginning of secondary school and help young people to stay safe and maintain positive relationships, as they enter a new stage of their lives. The learning focuses on changing and developing friendships at this time of transition, and how to communicate safely and positively online. Since March 2021, over 54,000 anonymous testimonies have been shared on the Everyone's Invited website about people's experience of sexual violence and harassment at school and university. In response to this, and increasing concern across the UK about this¹²³, the third lesson explores hurtful behaviour, with a focus on behaviours that may contribute to a culture of sexual harassment.

Additional lesson plan for ages 10-11, to share with feeder primary schools

An additional lesson plan is provided for you to share with your feeder primary schools. This lesson explores the conflicting feelings that young people may have about starting secondary school and teaches them ways to express these feelings and manage this transition positively. The lesson also includes how to find reliable information about their new secondary school. Ask feeder primary schools to deliver this lesson towards the end of the final year, as the ideal preparation for their arrival with you and for the three lessons for ages 11-12 that they will shortly experience.

Lesson plans for ages 12-14

The lessons for ages 12-14 support young people in navigating the challenges and opportunities that relate to personal relationships. In an increasingly online world, young people should develop strategies for recognising unwanted, risky, or harmful behaviours, how to keep their private information safe, and speak up if they have any worries or concerns. These lessons explore what healthy and unhealthy relationships look like, the impact of stereotyping, image sharing, harmful sexual behaviours, how to manage online relationships, and the meaning of consent.

Lesson plans for ages 15-16

This final set of lessons helps young people explore relationship rights, values, expectations and boundaries, the impact of unhealthy relationships and abuse, and of online pornography.

¹ <<https://www.estyn.gov.wales/thematic-report/we-dont-tell-our-teachers-experiences-peer-peer-sexual-harassment-among-secondary>>

² <<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>>

³ <https://www.gla.ac.uk/news/headline_835639_en.html#:~:text=The%20research%20%E2%80%93%20which%20set%20out,within%20the%20past%20three%20months>

Locating the lessons within your curriculum

The appendix has tables with the relevant curriculum links for England, Northern Ireland, Scotland and Wales. This series of lessons is not designed to be taught in isolation, but should always form part of a planned, developmental, spiral programme of knowledge, skills, and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Schools across the UK can also refer to the PSHE Association **Programme of Study** for further support in curriculum planning.

Safeguarding young people

The topic areas covered in this resource include some sensitive issues that both young people and teachers can sometimes find challenging to discuss. Some members of the class may have witnessed or experienced relationship abuse or might know someone who has; they may have experienced some form of sexual harassment or abuse in school or online. Liaise with pastoral staff to manage any young people known to have potential vulnerabilities to these topics, and plan for those who may be affected but are not already known to staff. For example, this could include informing everyone before addressing these topics, providing an 'exit card' and a named member of pastoral staff to speak to, ensuring that learning is distanced from individual experiences, and using inclusive language.

Ensuring a safe learning environment

A safe learning environment helps young people feel comfortable with sharing their ideas, values, and attitudes without attracting negative feedback, and will help you to manage lessons on sensitive issues confidently. It is good practice for teachers to:

- work with young people to establish ground rules about how they will behave, such as:
 - everyone has the right to be heard and respected
 - we will use language that won't offend or upset other people
 - we will use the correct terms, and if we don't know them, we'll ask the teacher
 - we will comment on what was said, not the person who said it
 - we won't share our own, or our friends', personal experiences
 - we won't put anyone on the spot, and we have a right to pass.
 - we won't judge or make assumptions about anyone.

- Offer opportunities to discuss issues in small groups as well as sharing views with the class.
- Make boxes available for anonymous questions or concerns, to avoid young people having to voice them in front of the class.
- Be sensitive to the needs and experiences of individuals – some may have direct experience of some of the issues.
- Distance the learning from the individuals in the class to discourage personal disclosures in the classroom, to avoid creating an emotional response that will block learning, and to allow young people to consider the content objectively. The lessons do this through the use of case studies, examples and questioning which focus on the choices and actions of fictitious characters, rather than the young person themselves.
- Always work within the school's policies on safeguarding and confidentiality.
- Link relationships and sex education into the whole school approach to supporting young people's welfare.
- Make young people aware of sources of support, and how to access it both inside and outside the school.

Further guidance on creating a safe learning environment is available from the **PSHE Association**.

Responding to disclosures

Evidence on the effectiveness of PSHE⁴ (and similar programmes) shows that teaching about issues such as consent, relationship abuse and online safety, increases the possibility of a young person making a disclosure and seeking help from a trusted adult. If, during a lesson or other interaction, you become worried about an individual's safety, you have a duty to report your concerns to your nominated child protection lead, and to follow child protection policies. For further help, contact social services, the police or NSPCC. Remind young people every lesson, of where they can go to talk or get help.

Points to remember when listening to and dealing with a disclosure:

- Actively listen, do not look shocked or disbelieving.
- Stay calm.
- Take what they are saying seriously.
- Do not ask leading questions.

- Reassure them that they are doing the right thing.
- Do not promise to keep secrets.
- Tell them that you will have to share this information.
- Explain what will happen next.
- Be familiar with your child protection procedures.
- Report to the nominated child protection lead as soon as possible.
- Record the information as quickly as possible; try to stick to the facts where possible and when noting down anything that includes your professional opinion, ensure this is made clear.
- Sign and date everything you record.
- Get support for yourself from the nominated child protection lead or call NSPCC on 0808 800 5000.

If you're unsure of the procedures, speak to your child protection lead, social services, or NSPCC.

For further information please go to: www.nspcc.org.uk.

The advice and resources provided by the [Let children know you're listening](#) project may be of particular interest.

⁴ <<https://pshe-association.org.uk/our-vision/evidence-and-research?>>

Signposting support

It is important to provide additional sources of support for young people and staff in need of further guidance. Throughout the lessons ensure that sources of help, advice and support are signposted for young people, including members of staff within school they can speak to (such as their class teacher/form tutor, head of year or school counsellor) and local and national support groups. Wherever possible, include a range of face-to-face, phone, and online options for seeking help.

For further guidance for yourself on these issues, please visit:

- www.nspcc.org.uk
- www.pshe-association.org.uk
- www.mind.org.uk
- www.nationaldomesticviolencehelpline.org.uk
- www.rapecrisis.org.uk
- www.ceop.police.uk

For signposting support services to young people, you could refer to the following:

- www.childline.org.uk
- www.childnet.com
- www.thinkuknow.co.uk
- www.youngminds.org.uk

Developing subject knowledge

Before teaching about healthy and unhealthy relationships, you may wish to develop your own subject knowledge and understanding of the more complex aspects of this topic, from the information and recommended further support below.

Lesson plans for ages 11-12

➤ Key messages – online relationships

An increase in independence and experiences during the coronavirus pandemic are likely to be reflected in young people's use of online communication. However, whilst those in this age group are increasingly using social media, there will be some young people in the class who are not, and in many cases, age verification for social media sites is 13+. Therefore, be wary of normalising social media use for this age group.

Young people need to be aware that keeping friendships positive when communicating online is as important as when communicating face-to-face and that they need to recognise the signs that a relationship is unhealthy or unsafe, and what to do about this. Key to keeping young people safe will be helping them to identify why, when, and how to engage less frequently, intensely, or exclusively with someone online, (or to stop the relationship if they need to) and when and how to seek help.

➤ Key messages – hurtful behaviour

This lesson addresses a specific type of hurtful behaviour which can contribute to a culture that permits or enables sexual harassment and abuse amongst peers. It lays the foundational building blocks, in an age-appropriate way, for more detailed learning about sexual harassment in later years. In this lesson, use the scenarios to help your class reflect on low-level hurtful behaviour of a sexual or gendered nature, and to recognise the importance of consent, body autonomy and respecting others.

Lesson plans for ages 12-14

➤ Key messages – sexual harassment and harmful sexual behaviour

A significant number of young people report having experienced sexual harassment and abuse, both online and at school⁵. Sexualised language, jokes and unwanted images, videos and touch are so commonplace that some young people don't see any need to report them. This lesson challenges the normalisation of harmful sexual behaviours, taking an approach that both champions young people's rights and tackles stereotypes. It encourages young people to seek help should they or others need it, including exploring how to overcome obstacles to reporting.

➤ Key messages – consent

Teaching about consent can be complex and involves challenging possible misconceptions and stereotypes about gender norms, relationships and what constitutes rape. It is useful to reinforce positive social norms around first sexual experiences, reminding young people that the average age for first sex in the UK is between 16 and 17⁶, and that the legal age of consent in the UK is 16. This demonstrates that for most young people the age of consent is appropriate, and that such laws exist to protect children and not to criminalise under-16s who have consensual sexual activity. Young people can hold inaccurate preconceptions about the term 'rape' and therefore exercise caution when using the term in lessons on consent. Throughout lessons on this topic, emphasise that the seeker of consent is responsible, morally and legally, for ensuring that consent has been given and that a person always has the right not to give, or to withdraw, consent. The law also states that anyone under the age of 13 cannot legally consent to sexual activity.

To find out more information about issues relating to consent, visit:
www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships

For further support and guidance for teachers delivering lessons about consent, visit:
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

⁵ <<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
<<https://www.estyn.gov.wales/thematic-report/we-dont-tell-our-teachers-experiences-peer-peer-sexual-harassment-among-secondary>
<https://www.gla.ac.uk/news/headline_835639_en.html#:~:text=The%20research%20%E2%80%93%20which%20set%20out,within%20the%20past%20three%20months>>

⁶ <<https://ayph-youthhealthdata.org.uk/key-data/sexual-health-and-identity/sexual-activity/>>

➤ Key messages – sharing nudes

Young people are usually aware that sharing sexual/nude images of anyone under 18 is against the law. However, teaching this knowledge alone is not effective in changing young people's behaviour and often results in victim blaming or abstinence education related to digital sexuality (e.g. enforcing the message: "Just don't send it") which are shown to be ineffective. Sexual images, both from their peers and strangers online, are unfortunately ubiquitous in young people's lives⁷. The focus therefore needs to shift to highlighting the harms and unethical nature of non-consensual sexual image sharing; including pressuring individuals to share images of themselves, sending on images of someone without their consent (e.g. to peers), and forcing others to view sexual images by sharing them.

To find out more about issues relating to sexting/sharing explicit images, visit: www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes

Lesson plans for ages 15-16

➤ Key messages – unhealthy relationships

Relationship abuse is a sensitive topic and young people will approach the issue with their own experiences, values, and possible misconceptions. While most relationship abuse is committed by males against females, it is important to move beyond stereotypical depictions of physical or sexual violence perpetrated by a male towards a female victim in lessons. It is also important to explore other forms of abuse such as economic and emotional control, isolating a person from their friends and family, manipulation and damaging self-esteem, etc. Explore early warning signs through learning about unhealthy relationships, why people who experience abuse may find it difficult to seek help and strategies to help a friend. Young people in unhealthy relationships, or experiencing domestic abuse between parents or carers, may not be able to recognise that what's happening is abuse. Even if they do, they might not tell anyone about it because they are scared of what will happen, or ashamed about what people will think. Teaching about relationship abuse should always work to tackle the misconceptions or stereotypes young people may have and to promote help-seeking behaviours.

To find out more information about issues relating to domestic abuse, visit:

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse

⁷ <<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges> and also <https://discovery.ucl.ac.uk/id/eprint/10139669/>>

➤ Key messages – pornography

Young people are now able to access pornography online very easily. Whether by accident – website popups and misleading links - or because they are actively looking, it is important to help young people understand the impact porn can have on them and their relationships. Research shows that young people who are exposed to sexually explicit material may be more likely to develop unrealistic attitudes towards sex and consent, to develop unrealistic expectations of body image, and to have a more casual attitude to sex and relationships, leading to a potential increase in sexually 'risky' behaviours, for example having sex without a condom⁸.

To find out more information about issues relating to pornography, visit:

www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/online-porn

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/online-pornography-keep-child-safe.pdf>

For further support and guidance for teachers delivering lessons about pornography, see: [Addressing pornography through PSHE education](#).

Key information for parents

The most effective relationships and sex education is a partnership between school and home. Schools may develop parental partnerships through, for example communicating with parents via newsletters, website links, online portals, or face-to-face parent events. It is important to find the approach that works best for your school and local community.

Responding to parents' frequently asked questions:

Parents may have queries or concerns regarding relationships and sex education. The following frequently asked questions and responses may be useful to use or adapt.

⁸ <<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf>>

➤ 1. What is the purpose of teaching lessons like these to younger children?

A planned, progressive programme gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the physical and emotional changes that will happen to them as they grow and mature into healthy, confident, and responsible adults. These lessons teach skills young people need to develop positive healthy relationships. It supports their moral development, helping them to understand themselves and to respect and care for others.

➤ 2. At what age should we start covering these topics?

The effects of pornography, consent, sharing sexual images, and abuse in relationships, should be addressed before they become an issue, rather than reacting to an incident after it has occurred, or leaving learning until after a young person has already been faced with risky situations for which they're unprepared. The PSHE Association and the NSPCC have used their expertise to design lessons pitched at the correct maturity level. It is up to schools to then use their knowledge of the young people in their care to amend and adapt the lessons to suit their needs, in line with school policies.

➤ 3. Does teaching about these topics promote sexual activity or take away my child's innocence?

No. Research has shown that the earlier young people receive relationships and sex education, the later they are likely to engage in sexual activity themselves⁹. Learning in these lessons is always age- and stage-appropriate, so sexual activity will not be discussed until a young person is more mature. Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging underage sexual activity. Learning about consent in intimate relationships should begin before young people are sexually active. Furthermore, the key learning set out in the lessons – about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices – is crucial in a range of situations young people will encounter in their lives.

⁹ Kirby, D. and Laris, B. (2009) Effective curriculum-based sex and STI/HIV education programmes for adolescents. *Child Development Perspectives*, 3, 21-29
<<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>>

➤ 4. Why are you teaching about pornography and sharing sexual images?

We know that pornography and sexual images are widely accessible to young people, they are likely to be exposed to them whether they actively seek them or not, and they are becoming an increasing concern for young people. We also know this can have an impact on the way they view sex, relationships and their own and others' bodies. For example, pornography often depicts a lack of communication about consent, safer sex and contraception; as well as violent or oppressive behaviours towards women in particular, which can be frightening and confusing for young people.

Watching this kind of depiction of sexual activity may affect young people's perceptions of healthy sexual relationships and mean they feel pressured to mimic the behaviour they have seen. Similarly, the types of bodies shown in pornography can distort young people's feelings about their own and others' bodies. It is important that pornography is addressed as part of relationships and sex education, in line with young people's needs. Research suggests that the damaging impact of viewing pornography can be reduced by teaching about the differences between sexual relationships in real life and those portrayed by pornography¹⁰.

The sharing of sexual images and messages raises additional concerns about young people's privacy and safety. Such images and messages are sometimes used as a tool to bully or harass the person featured. Again, it is right that schools teach about these trends in a way that is appropriate to young people's needs, to keep them safe.

➤ 5. Does teaching about relationships, including pornography and 'sexting', mean looking at sexually explicit images?

No. Pornographic images must never be shown to young people. Equally, these lessons make no assumption that young people (or teachers) have ever viewed pornographic images.

➤ 6. I am worried that my child may already be involved in a harmful or unhealthy relationship. What should I do?

Through these lessons, we teach young people the skills and knowledge to manage relationships. If you are worried about your child, please come into school and talk to us.

¹⁰ < <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/MDX-NSPCC-OCC-Online-Pornography-Report.pdf> >

Appendix: Curriculum links

The table below sets out the statutory content for each nation, that these lessons help to address.

Age group/ Lesson plans	England – Relationships, Sex and Health education	Wales – Health and well-being	Scotland – Health and wellbeing	Northern Ireland – Personal Development and Mutual Understanding Learning for Life and Work
Lesson for final year of Primary school	<p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their 	<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <ul style="list-style-type: none"> • I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. • I can ask for help when I need it from people I trust. • I can anticipate how future events may make me and others feel. • I can understand how and why experiences affect me and others. 	<p>Mental and emotional wellbeing</p> <ul style="list-style-type: none"> • I am aware of and able to express my feelings and am developing the ability to talk about them. • I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. • I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and 	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • knowing how to confidently express their own views and opinions in unfamiliar circumstances. • facing problems, trying to resolve and learn from them. • examining and exploring their own and others' feelings and emotions. • recognising that feelings and emotions change at times of change and loss. <p>Relationships with Family, Friends and at school</p> <ul style="list-style-type: none"> • recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups. • considering the challenges and issues

	<p>feelings with an adult and seek support.</p>	<p>Healthy relationships are fundamental to our well-being.</p> <ul style="list-style-type: none"> I can communicate my needs and feelings, and respond to those of others. 	<p>others in a range of circumstances.</p> <ul style="list-style-type: none"> I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. <p><u>Social Wellbeing</u></p> <ul style="list-style-type: none"> I value the opportunities I am given to make friends and be part of a group in a range of situations. 	<p>that can arise at home, at school between friends and how they can be avoided, lessened, or resolved.</p>
<p>11-12</p>	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> 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 	<p>Healthy relationships are fundamental to our wellbeing</p> <ul style="list-style-type: none"> I can form and maintain healthy relationships with a wider circle of people. I can respect other people's points of view and use this to help resolve conflict. I can communicate my needs and feelings, and respect those of others. 	<p>Mental and emotional wellbeing</p> <ul style="list-style-type: none"> I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. 	<p>Self-awareness</p> <ul style="list-style-type: none"> Investigate the influences on a young person, for example, peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc. <p>Personal health</p> <ul style="list-style-type: none"> Develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse and physical violence;

	<p>relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • what constitutes sexual harassment and sexual violence and why these are always unacceptable 	<ul style="list-style-type: none"> • I can show a developing awareness of the complex nature of relationships. • I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this. • I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed. <p>How we engage with social influences shapes who we are and affects our health and wellbeing</p> <ul style="list-style-type: none"> • I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged • I can interact pro-socially in different groups and situations, adapting my behaviours accordingly. <p>Our decision-making impacts on the quality of</p>	<p>Social Wellbeing</p> <ul style="list-style-type: none"> • As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. • I value the opportunities I am given to make friends and be part of a group in a range of situations. <p>Relationships, sexual health and parenthood</p> <ul style="list-style-type: none"> • I understand the importance of being cared for and caring for others in relationships, and can explain why • I understand and can demonstrate the qualities and skills required to sustain different types of relationships. 	<p>developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p> <p>Relationships</p> <ul style="list-style-type: none"> • Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc. • Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships, etc. • Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, coping with rejection, loneliness, loss, etc.
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	<p>Online and media</p> <ul style="list-style-type: none"> • 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 • what to do and where to get support to report material or manage issues online <p>Internet safety and harms</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including 	<p>our lives and the lives of others</p> <ul style="list-style-type: none"> • I can anticipate, assess and manage risks. <p>How we process and respond to our experiences affects our mental health and emotional wellbeing</p> <ul style="list-style-type: none"> • I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind. 	<ul style="list-style-type: none"> • I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. • I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation, etc.
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	<p>through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p>			
12-14	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> 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 	<p>Healthy relationships are fundamental to our wellbeing</p> <ul style="list-style-type: none"> I can show a developing awareness of the complex nature of relationships. I can communicate my needs and feelings, and respect those of others. I can form and maintain healthy relationships with a wider circle of people. I can respect other people's points of view 	<p>Mental and emotional wellbeing</p> <ul style="list-style-type: none"> I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <p>Social wellbeing</p>	<p>Self-awareness</p> <ul style="list-style-type: none"> Explore and express a sense of self, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc. Explore personal morals, values and beliefs, for example the origin of personal values, developing a moral framework, personal integrity, etc. Investigate the influences on a young person, for example, peer pressure,

	<p>contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none"> • 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 • what constitutes sexual harassment and sexual violence and why these are always unacceptable. <p>Online and media</p>	<p>and use this to help resolve conflict.</p> <ul style="list-style-type: none"> • I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this. • I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed. <p>How we engage with social influences shapes who we are and affects our health and well-being</p> <ul style="list-style-type: none"> • I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged. • I can interact pro-socially in different groups and situations, adapting my behaviours accordingly. • I can evaluate how my values, attitudes and identity are shaped by the groups and social 	<ul style="list-style-type: none"> • As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <p>Relationships, sexual health and parenthood</p> <ul style="list-style-type: none"> • I understand the importance of being cared for and caring for others in relationships, and can explain why • I understand and can demonstrate the qualities and skills required to sustain different types of relationships • I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I 	<p>media, social and cultural trends, fears, anxieties, motivations, etc.</p> <p>Personal health</p> <ul style="list-style-type: none"> • Develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc. <p>Relationships</p> <ul style="list-style-type: none"> • Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc. • Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional
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	<ul style="list-style-type: none"> • 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. • 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. 	<p>influences with which I interact.</p> <p>Our decision-making impacts on the quality of our lives and the lives of others</p> <ul style="list-style-type: none"> • I can consider relevant factors and implications when making decisions individually and collectively. • I can anticipate, assess and manage risks. <p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <ul style="list-style-type: none"> • I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. 	<p>understand the different contexts of such relationships including marriage.</p> <ul style="list-style-type: none"> • I recognise that power can exist within relationships and can be used positively as well as negatively • I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. • I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. • I know that popular culture, the media and peer pressure can influence how I feel about myself and 	<p>development, friendships, etc.</p> <ul style="list-style-type: none"> • Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, coping with rejection, loneliness, loss, etc. • Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation, etc. • Explore the implications of sexual maturation, for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc. • Explore the emotional, social and moral implications of early sexual activity, for example, personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.
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<ul style="list-style-type: none"> • 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. <p>Being safe</p> <ul style="list-style-type: none"> • 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). <p>Intimate sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one 		<p>the impact this may have on my actions.</p> <ul style="list-style-type: none"> • I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. • I understand my own body's uniqueness, my developing sexuality, and that of others. • Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. • I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. 	
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intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

Internet safety and harms

- 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- 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.			
14-16	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> 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. 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) practical steps they can take in a range of different contexts to improve or support respectful relationships that some types of behaviour within relationships are criminal, including violent 	<p>Healthy relationships are fundamental to our wellbeing</p> <ul style="list-style-type: none"> I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors. I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts. I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed. I can advocate the rights of myself and others. <p>How we engage with social influences shapes who we are and affects our health and well-being</p>	<p>The lessons for ages 12-14 and 14-16 are all linked to the Third Level descriptors within the Health and Wellbeing guidance above</p>	<p>Personal development</p> <ul style="list-style-type: none"> develop an understanding of how to maximise and sustain their own health and well-being; reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences; recognise, assess and manage risk in a range of real-life contexts; develop their understanding of relationships and sexuality and the responsibilities of healthy relationships

	<p>behaviour and coercive control.</p> <ul style="list-style-type: none"> • what constitutes sexual harassment and sexual violence and why these are always unacceptable. <p>Online and media</p> <ul style="list-style-type: none"> • 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. <p>Being safe</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups. • I can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences. • I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones. <p>Our decision-making impacts on the quality of our lives and the lives of others</p> <ul style="list-style-type: none"> • I can critically evaluate factors and implications, including risks, when making decisions individually and collectively. <p>How we process and respond to our experiences affects our mental health and emotional well-being.</p>		
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consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate 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.
- 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.

- I can use my self-awareness to appreciate the complexity of my emotions and apply strategies to them in a healthy way and to connect with others.

Internet safety and harms

- 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.