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| **Topic**  | **KS2 Outcomes** | **KS3 Outcomes** | **KS 4 Outcomes**  |
| **Status**  | **This is NON-MANDATORY**  | **This is MANDATORY** | **This is MANDATORY** |
|  Schools may decide to teach these units in different Key stages at Secondary level. As long as outcomes are met by the end of KS4. Sex Education has frequent overlap with relationships education and they should not be seen as distinct. |
| **The right to withdraw** | Each school will decide for themselves in their context whether they think it is appropriate to teach any elements of Sex Education at KS2. Parents have the right to withdraw their child from sex education. (NB There is **no Sex Education at KS1**) | Parents have the right to withdraw their children. (*see sample policy*) | Parents have the right to withdraw their children from sex educationup to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.   |
| **Sexual Intercourse** | Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible right time. Pupils can explain why some people argue that the best time for such closeness is within a long term faithful committed relationships such as marriage. | *As not all pupils will have had Sex Education in their Primary Schools as it is non-mandatory. Teaching / re-capping/ reinforcing the KS2 outcomes will be an important starting point.*Pupils can describe the characteristics of a long-term positive and healthy intimate relationship. What are the factors that mean that an intimate relationship is most likely to last over time? Why might this be a good context in which to raise children?Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, emotional, spiritual and financial wellbeing.Pupils can consider why delaying sexual activity might be a wise choice. Pupils can explain why some people believe it is right to wait for marriage (or a long term committed relationship) to have sex and some people may choose to abstain from ever having sex as a positive choice.   | Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe. |
| **The Law and Sex**  | Pupils can show that they know that the UK legal system states that it is unlawful to have sex until you are 16 (Law - British Values/ Citizenship) | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can explain the laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape. Domestic abuse, honour-based violence and FGM, how these can affect current and future relationships. Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Law 2010 - Citizenship)Pupils can explain that some types of behaviour within relationships are criminal (Citizenship). |
| **Gestation , Pregnancy , Birth and Parenthood**  | Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth (gestation Science)Pupils can talk about why having a baby is wonderful but a huge responsibility | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can talk about reproductive health and pregnancy. Describe what happens in pregnancy (and the possibility and frequency of miscarriage)Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion). Pupils can explain where someone can go to get help.Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy, and the options available (particularly in regard to abortion). (RE) *Parenthood as a strand is covered more fully in KS4 Relationships Education* |
| **The media, self-esteem , advertising, on-line file and image sharing and the impact and use of pornography**  | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self esteem. Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitively unrealistic images. (media/ mental health and wellbeing)Pupils can explain the pitfalls surrounding sharing materials and images online. Pupils can explain how someone can ensure they can protect themselves from viewing harmful content. (safeguarding/ media) | Pupils can explain what pornography is and the forms it can take. Pupils can describe how it can give a distorted picture of sexual behaviours and appearance. Pupils can explain why some people enjoy pornography and how it might affect how they behave towards their sexual partner.Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing.Pupils can describe the Law regarding severe penalties given for the sharing of indecent images of children. Pupils can describe how data is generated, collected and shared online and explain how that can affect people and what measures people can take to protect themselves |
| **Keeping safe from peer pressure, unplanned conception and sexually transmitted disease** | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | Pupils can give examples of how peer pressure can operate in regard to speaking about sex. Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer pressure.Pupils can describe strategies for handling peer pressure.Pupils can explain what contraception is and the facts concerning the full range of contraceptive choices .Pupils can explain how they work, what they prevent, whose responsibility it is, and how effective they are. (RE - not all people believe contraception is God’s highest will for humanity).Pupils can describe how to tell someone else where they can go for support or to report a concern | Pupils can describe what consent is, how it can be communicated well, and how to recognise it. Explain how and when it can be withdrawn in all contexts(including online).Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility). Pupils can explain how we can reduce the transmission of these diseases; how people can practice safe sex and how testing works.Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health Education) |
| **Key Underlying beliefs**  | Pupils can explain that most Christians believe that **God** loves all people with a love that is stronger and purer than the love of a husband, wife or partner. Christians believe (as do people of other faiths) that Love never dies or fails.Pupils can explain that most Christians believe that humans are beautifully **created.** They can explain that this means in a one to one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.Pupils can explain that the majority of Christians believe that humans are **Fallen** and make mistakes and hurt people unintentionally and intentionally.Pupils can explain how the Christian idea of **Forgiveness** might help to keep intimate relationships going over time.Pupils can explain why the Christian belief in the **faithfulness** of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long term committed relationships going over time.  | Pupils can explain how the majority Christian belief that humans are **created** in the image of God may help people hold good self esteem in the face of social media, advertising and peer pressure. Pupils can explain how the belief that most Christians share about **Incarnation** means that they are worthy of God dwelling in them. Pupils can explain why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value.Pupils can explain how the widely held Christian belief in the **fall** can be an explanation for why people make mistakes and take risky choices in their intimate relationships. They can give other explanations for human failings from other belief systems. Pupils can discuss and evaluate the possible benefits of holding and practicing the Christian beliefs about **temptation repentance, forgiveness, restorative justice and faithfulness** on long term committed intimate relationships. | Pupils will be able to evaluate the extent to which the principle held by most Christians that all are sacred (**Imago Dei**) and a person is never an “It” but always a “thou” (Martin Buber) is a good antidote to the pressures of objectification inherent in social media advertising and pornography.Pupils can offer explanations as to why people might not practice safe sex and evaluate as to whether the mainstream Christian concept of the **fall** is helpful in this context. Pupils can offer constructive advice to a person tempted to make a risky choice regarding their sexual health and the well being of others, in which they can draw on Christian and other worldviews opinions. Pupils can give examples of long term relationships that are characterised by a contented cherishing of the other person despite life’s ups and downs. They can explain what it is that makes an intimate relationship work over many years and can evaluate as to whether any of the Christian ideals of honouring the other’s uniqueness, **faithfulness and forgiveness** have been sustaining factors . Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning **sacrifice, faithfulness and commitment.** |