Year 10	**Families**
	• 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
	• 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)
	• Equality
	Online and media
	• 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
	Being safe
	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape and how these can affect current and future relationships
	Intimate and sexual relationships, including sexual health
	• STIs, including HIV/AIDs, safer sex, testing and treatment
	• 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
	• 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.

Year 11	**Families**
	• 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
	• 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)
	• Equality
	Online and media
	• The impact of viewing harmful content.
	• 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.
	• 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.
	• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
	Being safe
	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape 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)
	Intimate and sexual relationships, including sexual health
	• The facts around pregnancy including miscarriage
	• 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).
	• STIs, including HIV/AIDs, safer sex, testing and 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.