

| Year 7  | Year 8  |
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| <p><b>Half term 1:</b><br/>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.</p>   | <p><b>Half term 1:</b><br/>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How information and data is generated, collected, shared and used online.</p> <p>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.</p> |
| <p><b>Half term 2:</b><br/>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.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> | <p><b>Half term 2:</b><br/>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).</p> <p>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.</p>         |
| <p><b>Half term 5:</b><br/>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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.</p> <p>FGM &amp; forced marriage.</p>                                    | <p><b>Half term 3:</b><br/>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>                                 |

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| <p><b>Enrichment day:</b><br/>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> | <p><b>Half term 5:</b><br/>About sexual orientation, gender identity and diversity in sexual attraction.</p> <p>How to assertively communicate and negotiate boundaries in relationships.</p> <p>About the features of healthy and unhealthy relationships, including online.</p> <p>The impact of sharing sexual images of others without consent. How to manage requests to share intimate images, including where, when and how to report concerns</p> |
|  | <p><b>Enrichment day:</b><br/>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.</p>   |
| <p><b>Across all terms and topics: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</b></p>  |   |