Relationships and Sexuality Education Progression Framework

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INTRODUCTION

Relationships and Sexuality Education (RSE) is a statutory part of the curriculum under the following Areas of Learning:

- Personal Development and Mutual Understanding in the Foundation Stage;
- Personal Development and Mutual Understanding at Key Stages 1 and 2;
- Personal Development and Home Economics statements of requirement for Learning for Life and Work at Key Stage 3; and
- Personal Development strand of Learning for Life and Work at Key Stage 4.

RSE helps children and young people acquire age-appropriate knowledge, understanding and skills, and develop attitudes, beliefs and values about relationships, intimacy and sexual identity. Effective RSE, which is taught in a sensitive and inclusive manner, encourages children and young people to value themselves as individuals and to make responsible and well-informed decisions about their lives.

This framework provides a non-statutory progression pathway in RSE from the Foundation Stage to post-16. It shows how the different themes cover the following priority areas of RSE:

- Consent;
- Developments in Contraception;
- Domestic and Sexual Violence and Abuse;
- Healthy, Positive Sexual Expression and Relationships;
- Internet Safety;
- LGBTQ+ Matters;
- Social Media and Its Effects on Relationships and Self-Esteem;
- Teen Parenting; and
- Menstrual Wellbeing.

Further support is available in our primary and post-primary RSE guidance for schools.

The themes and associated content covered across the key stages in this framework build on the statutory requirements and are aligned to international evidence-based frameworks. These include UNESCO's International Technical Guidance on Sexuality Education and the UK Council for Internet Safety's Education for a Connected World framework.

For primary (Foundation Stage, Key Stage 1 and Key Stage 2), the themes are:

- Relationships;
- My Body and Development (Health, Growth and Change); and
- Safety and Wellbeing (Self-Awareness, Feelings and Emotions).

For post-primary (Key Stage 3, Key Stage 4 and post-16), the themes are:

- Self-Awareness;
- Relationships; and
- Health.

CCEA

Rewarding Learning

CCEA SUPPORT RESOURCES

RSE Hub

The RSE Hub provides a range of up-to-date, relevant resources and sources of support for priority areas in RSE. Teachers can download our guidance documents and existing resources, as well as new RSE resources that we have developed to help them address sensitive issues with their pupils. Teachers should review these resources before using them to check that they're appropriate for their pupils and in line with their school's ethos and RSE policy.

Wellbeing Hub

The Wellbeing Hub shows how the Northern Ireland Curriculum promotes the learning and development of skills that support pupils' wellbeing and mental health.

UNCRC Resource Hub

CCEA and the Northern Ireland Commissioner for Children and Young People have partnered to create this child rights resource hub for teachers and pupils. Its aim is to provide a range of resources that will help tell children and young people about their rights, as outlined in the United Nations Convention on the Rights of the Child (UNCRC). You can find out more about the UNCRC, its relevance to the curriculum, and its importance for young people.

Teaching Controversial Issues

This training programme supports a whole-school approach to teaching sensitive and controversial issues, which you may find useful in implementing your school's RSE curriculum. Curriculum leaders can adapt the training materials and use them as part of their school's Teacher Professional Learning programme.

Controversial Issues Guidance

This guidance supports principals, senior leaders/managers and teachers to plan and develop approaches to teaching controversial issues at whole-school and classroom levels.

Insync

This teaching resource explores Personal Development issues at Years 8, 9 and 10.

Living.Learning.Together.

This teaching resource is made up of seven units for every year group in primary school. Each unit has learning activities and teaching strategies that can help schools deliver the statutory requirements for Personal Development and Mutual Understanding.

FOUNDATION STAGE

**RSE is a statutory part of Personal Development and Mutual Understanding in the Foundation Stage.
Below are the statutory requirements relevant to RSE at this key stage.**

Teachers should enable children to develop knowledge, understanding and skills in:

Personal Understanding and Health

Pupils should be enabled to explore:

- themselves and their personal attributes;
- their own and others' feelings and emotions; and
- the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.

Mutual Understanding in the Local and Wider Community

Pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations; and
- similarities and differences between groups of people.

Progression

As pupils progress through the Foundation Stage, they should be enabled to:

- express a sense of self-awareness;
- show some self-control and express their own feelings and emotions appropriately;
- adopt healthy and hygienic routines and understand how to keep safe;
- form good relationships with adults and other pupils;
- show independence and know when to seek help;
- show respect when working and playing together and recognise the need for rules; and
- recognise similarities and differences in families and the wider community.

FOUNDATION STAGE

THEME	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Relationships	identifying people who care and can help;	• know that they have a right to be cared for;	[RSE Hub – Healthy, Positive Sexual Expression and Relationships](#)	
	recognising that care can come from a variety of different people, for example family or professionals;	• know that care can be different and come from different people;		
	recognising the jobs of some professional people who provide care;	• be able to explain that adults have different roles to play in helping them, such as parent, carer, teacher or doctor;	[Living. Learning. Together.](#) Year 1 Unit 3: Taking Care of Me	
	recognising that families may be made up of different people;	• talk about their own family and describe the role of various members of their family; • understand that there are different family structures; • understand that families are made up of lots of different people who care for them; • show respect for how people's lives are different;	[Living. Learning. Together.](#) Year 1 Unit 6: You and Me [Living. Learning. Together.](#) Year 2 Unit 6: Grace and Tracey	

Relationships *continued*	co-operating, sharing and demonstrating good manners with peers and adults;	• begin to co-operate and share with others; • know what respect is and why it is important; • listen to others; • know how to communicate effectively;	Living. Learning. Together. Year 1 Unit 4: Belonging and Co-operating	
	respecting others' choices;	• be able to express what they like or don't like and explain why; • be able to take part in discussions;	Living. Learning. Together. Year 2 Unit 5: I Am Learning to …	
	recognising the value of friendships and what a good friend is;	• be able to explain why friends are important; • be able to describe qualities of a good friend; • be able to develop friendships; • demonstrate why it is important to get along with others; • use positive verbal and body language; • begin to demonstrate understanding of personal space; • be able to communicate effectively with their peers;	Living. Learning. Together. Year 2 Unit 4: Getting Along with Others	

My Body and Development (Health, Growth and Change)	recognising and appreciating similarities and differences in how we look;	• be able to name differences between themselves and their peers generally; • be able to sort (for example boys/girls or long hair/short hair);	Living. Learning. Together. Year 1 Unit 1: There's No-one Quite Like Me	
	naming body parts;	• be able to name similarities and differences between girls' and boys' body parts; • be able to name parts of the body including penis and vagina; • know what private means and know what areas of our bodies are private;		NSPCC – Talk PANTS
	understanding what private means and when privacy is necessary;	• know how to react if they feel uncomfortable with someone (for example refusing a hug, kiss or touch that they don't want);	RSE Hub – Healthy, Positive Sexual Expression and Relationships	
	exploring personal space and appropriate touch with different people;	• know that their body belongs to them and that they are the boss of their body;	RSE Hub – Consent Unit 1: Privacy and Consent (Foundation Stage)	
	understanding basic consent;	• be able to role-play and give examples;	RSE Hub – Consent Unit 1: Privacy and Consent (Foundation Stage) RSE Hub – Domestic and Sexual Violence and Abuse	
	identifying where living things come from;	• understand how new life begins;		
	investigating how plants and young animals grow and develop;	• understand, for example, how plants grow from a seed or how a chick hatches from an egg;		

My Body and Development (Health, Growth and Change) *continued*	recognising that all living things need to be nurtured and cared for;	• demonstrate how parent/s look after a new baby;		
	identifying the needs of a baby;	• know, understand and discuss some of a baby's basic needs, such as eye contact, feeding, changing, washing, cuddling and sleeping;	Living. Learning. Together. Year 1 Unit 3: Taking Care of Me Year 2 Unit 3: Keeping Healthy, Staying Safe	

Safety and Wellbeing (Self-Awareness, Feelings and Emotions)	naming their feelings and expressing their emotions;	• be able to explain how they feel and name emotions from facial expressions or body language;	Living. Learning. Together. Year 1 Unit 2: Sometimes I Feel Year 2 Unit 2: How Do I feel?	
	recognising that feelings are the body's way of telling us what it needs, so we will take action;	• be able to explain that feelings lead to actions (for example: – when I feel hungry, I go and get something to eat, and then my body is happy; and – when I feel sad, I might cry or tell someone, so they can comfort me);		
	recognising that body and mind both need to be looked after;	• value personal qualities and abilities; • be aware that it is good to show feelings and emotions; • be able to recognise that indoor and outdoor play is good for them; • understand basic hygiene routines;	Living. Learning. Together. Year 2 Unit 1: Wonderful Me	
	understanding that rules are there to protect us and keep us safe;	• know basic rules that apply in the home, at school and in the wider community; • understand the reasons for these rules and that they are there to protect;	Living. Learning. Together. Year 1 Unit 5: Caring and Sharing	
	recognising rules that will keep them safe online; and	• understand that too much screen time can have negative effects; • know when/how it is safe to be online; • name three examples of personal information (for example name, age or school/where they live);	RSE Hub – Internet Safety	Department of Health – Online Safety Strategy and Action Plan

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Safety and Wellbeing **(Self-Awareness, Feelings and Emotions)** *continued*	thinking about trust and considering who they trust.	• be able to explain why they shouldn't share personal information with people they don't trust; and • know when to seek help and who to go to for help.		UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life Department of Education – Safeguarding and Child Protection in Schools – A Guide for Schools

KEY STAGE 1

KEY STAGE 1

RSE is a statutory part of Personal Development and Mutual Understanding at Key Stage 1. Below are the statutory requirements relevant to RSE at this key stage.

Teachers should enable children to develop knowledge, understanding and skills in:

Personal Understanding and Health

- their self-esteem and self-confidence;
- their own and others' feelings and emotions and how their actions affect others; and
- strategies and skills for keeping themselves healthy and safe.

Mutual Understanding in the Local and Wider Community

- initiating and developing mutually satisfying relationships;
- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people; and
- developing themselves as members of a community.

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of Key Stage 1, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Relationships	identifying the meaning of 'care';	• be able to explain what 'care' means; • understand that care can be physical and/or emotional;	RSE Hub – Healthy, Positive Sexual Expression and Relationships	
	identifying people who care for them, exploring both physical and emotional care;	• know that there are adults in their lives who care for them and look after them; • be able to name these adults; • understand that who these adults are can be different for different children;	Living. Learning. Together. Year 3 Unit 4: Families!	
	identifying the different professionals who help children and how their role helps them in their everyday life;	• be able to name the people who help them in school and out of school; • be able to explain their roles; • be able to name at least five safe adults they would go to with a question or a worry;		Department of Education – Safeguarding and Child Protection in Schools – A Guide for Schools
	recognising that there are different types of family structure;	• be able to list various family types and structures and explain them (for example two mothers, two fathers, adoption, fostering, single parent and kinship); • understand that in their family they have a right to feel loved and cared for;	Living. Learning. Together. Year 3 Unit 4: Families! Year 3 Unit 6: Living with Difference. Year 4 Unit 6: I Am ... You Are ... We Can ...	
	appreciating and respecting diversity in family structure;	• be able to show an understanding of and respect for families different to their own; • explore, value and celebrate cultural diversity and difference;		

Introduction	Support Resources	Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16

Relationships *continued*	understanding how friendships are formed and nurtured;	• explain and demonstrate through their actions how to make and sustain friendships;	[Living. Learning. Together.](#) Year 4 Unit 4: Friendships	
	considering the feelings associated with friendship;	• understand the importance of honesty, respect, kindness, fairness and empathy; • know that healthy friendships should make them feel happy and good about themselves; • know how important it is to be friendly and respectful towards everyone, even though they might not have much in common or be close friends;	[Living. Learning. Together.](#) Year 4 Unit 4: Friendships	[Addressing Bullying in Schools Act 2016	Education Authority Northern Ireland (eani.org.uk)](#)
	identifying who to go to if they are worried or concerned about peer relationships;	• understand that friends have disagreements and that this is a normal part of any relationship; • know that disagreements should be short-lived and easy to resolve; • be able to think of positive ways to cope and respond when things go wrong between friends;	[Living. Learning. Together.](#) Year 3 Unit 5: Why Should I?	
My Body and Development **(Health, Growth and Change)**	recognising similarities and differences between males and females; considering stereotypes and gender-biased expectations;	• be able to recognise similarities and differences between males and females; • explore and challenge stereotypes;	[Living. Learning. Together.](#) Year 3 Unit 6: Living with Difference. Year 4 Unit 6: I Am … You Are … We Can …	

My Body and Development (Health, Growth and Change) *continued*	identifying the parts of the body that are private;	• understand that boys and girls have different body parts and consolidate previous learning;		NSPCC – Talk PANTS
	identifying names for parts of their body and understanding the importance of knowing the correct terminology for private parts of the body;	• be able to name private parts of the male and female body and consolidate previous learning; • understand that it is okay to have funny names for private parts but that it is important that they know the proper names too;		NSPCC – Talk PANTS
	recognising that everyone has the right to privacy;	• understand that they have the right to privacy at times; • be able to name times when they need privacy; • be able to communicate how to ask for privacy; • be able to name times when they should give others privacy;		
	recognising bodily autonomy – that their body is their body;	• feel empowered and know that they are the boss of their body, and it belongs to them; • understand that they have the right to say no if someone invades their privacy;	RSE Hub – Consent Unit 1: Privacy and Consent (Key Stage 1)	
	exploring help-seeking behaviours;	• be able to articulate the right way to respond to inappropriate behaviours, for example using the three-step model: say no, go away and talk to someone you trust; • identify who to talk to if worried or concerned;	Living. Learning. Together. Year 4 Unit 7: Who Influences Me?	

My Body and Development (Health, Growth and Change) *continued*	realising that all living things grow and change;	• be able to:
		  – sequence the life cycle of specific animals (for example a butterfly or frog);
		  – investigate factors that affect the growth and development of living things;
		  – explain in basic terms how various animals are born, for example chicks, penguins, fish, puppies, lambs or calves; and
		  – explain in basic terms how some animals feed from their mother (for example how chicks or puppies feed);		

	understanding personal development and growth;	• know that as humans grow, they change and develop; • know how to sustain their health, growth and wellbeing through leading a healthy lifestyle; • be able to see similarities between how some animal and human mothers care for their young (for example breastfed, kept safe and warm, and protected from danger);	Living. Learning. Together. Year 4 Unit 3: Growing Means Changing	

Safety and Wellbeing **(Self-Awareness, Feelings and Emotions)**	recognising their personal attributes and feeling positive about themselves;	• develop an understanding of their self-esteem and confidence; • become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals; • acknowledge that everyone makes mistakes; • acknowledge that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning;	[Wellbeing Hub](#) [Living. Learning. Together.](#) Year 3 Unit 1: Getting to Know Me Year 4 Unit 1: The Real Me	
	recognising and expressing feelings and emotions;	• be able to develop their emotional language using terms such as excited, worried or disappointed; • be able to match facial expressions to emotions; • be able to suggest what may have caused a specific feeling and how someone may react; • be able to give examples of how they feel at different times or in different circumstances and why, for example confident, worried, happy or sad; • be able to name emotions from situations or stories, for example how Hansel and Gretel felt when they were lost in the forest; • know who to talk to if they feel unsafe;	[Living. Learning. Together.](#) Year 3 Unit 2: Feeling Good, Feeling Sad Year 4 Unit 2: Difficult Feelings	[Department of Education – Safeguarding and Child Protection in Schools – A Guide for Schools](#)
	understanding mental health and wellbeing;	• be able to explain the importance of talking about problems, worries and concerns; • be able to explain what they would do if they were worried about a friend, themselves or a family member;		

Safety and Wellbeing (Self-Awareness, Feelings and Emotions) *continued*	developing a sense of what is fair;	• begin to take responsibility for what they say and do; • understand why it is necessary to have rules and how they are made;	Living. Learning. Together. Year 3 Unit 5: Why Should I?	

	seeing the internet as a positive place that is fun and helps them learn when accessed safely;	• be able to understand:
		  – how the internet helps us in our everyday lives;
		  – how adults use the internet in school and at home;
		  – how children use the internet;
		  – important safety advice and messages; and
		  – the need for passwords;
			RSE Hub – Internet Safety	Department of Health – Online Safety Strategy and Action Plan
				
				UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life
				
				Safer Schools App

	reflecting on their online behaviours; and	• reflect on how they use the internet; • discuss times when they have needed to ask for help;		
	identifying potential dangers in online environments.	• be able to identify the dangers of being online; and • be able to demonstrate how they would access help in a range of potentially dangerous online situations.		Safer Schools App

KEY STAGE 2

KEY STAGE 2

**RSE is a statutory part of Personal Development and Mutual Understanding at Key Stage 2.
Below are the statutory requirements relevant to RSE at this key stage.**

Teachers should enable children to develop knowledge, understanding and skills in:

Personal Understanding and Health

- their self-esteem, self-confidence and how they develop as individuals;
- their management of a range of feelings and emotions and the feelings and emotions of others; and
- how to sustain their health, growth and wellbeing and coping safely and efficiently with their environment.

Mutual Understanding in the Local and Wider Community

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community.

Introduction	Support Resources	Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of Key Stage 2, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Relationships	knowing what human rights are and understanding that they belong to everyone;	• recognise children's rights that are outlined in national laws and international agreements; • appreciate that human rights apply to everyone;	Living. Learning. Together. Year 5 Unit 5: Valuing Self and Others Year 6 Unit 5: Speaking Up for Me Year 7 Unit 5: Says Who? Year 7 Unit 6: Who Cares?	NI Direct – Children's human rights NICCY
	recognising the importance of being cared for, caring for others and caring for themselves;	• realise that they have the right to be cared for by at least one loving adult; • recognise how they can help others, for example the elderly, younger siblings or a sick parent; • recognise ways that they can help themselves, for example being organised, taking responsibility for doing homework, packing schoolbag, talking about problems and exercising;	Living. Learning. Together. Year 5 Unit 4: Ups and Downs	
	identifying what love and nurture mean;	• understand what love and nurture mean in different contexts;	RSE Hub – Healthy, Positive Sexual Expression and Relationships	

Relationships *continued*	identifying different kinds of friendships and relationships;	• identify various family structures and diversity of relationships in the world today; • identify the skills required to manage changing relationships, for example empathy, loyalty, kindness, resilience, mutual trust and respect;	Living. Learning. Together. Year 5 Unit 6 Learning More about Others Year 7 Unit 4: Moving On Year 5 Unit 5: Valuing Self and Others Year 6 Unit 5: Speaking Up for Me	
	appreciating diversity and showing respect for others;	• know that the world is full of diversity and that it is okay to be different and have different opinions; • show respect for difference and different opinions;	UNCRC Resource Hub (Primary) – Activity 5: Exploring Identity Living. Learning. Together. Year 5 Unit 6: Learning More about Others Year 6 Unit 6: Check It Out First Year 7 Unit 5: Says Who? Year 7 Unit 6: Who Cares?	
	developing help-seeking behaviours;	• be able to name at least five safe adults that they can go to for help or advice; • know that there are organisations to help children, for example Childline;	Living. Learning. Together. Year 5 Unit 4: Ups and Downs	Childline Department of Education – Safeguarding and Child Protection in Schools – A Guide for Schools

My Body and Development (Health, Growth and Change)	naming parts of their body required to understand the changes that take place during puberty;	• understand that as they grow, they also develop in different ways;	**Living. Learning. Together.** Year 6 Unit 3: Healthy Habits Year 7 Unit 3: Fit for the Future	**HSE.ie – Relationships and Sexuality Education Resources for Primary School Teachers** (Busy Bodies booklet and video)
	recognising that their body changes during puberty;	• know that between the ages of approximately 8–13, they will experience changes to their body, that the changes will be different for boys and girls, and that they will typically start at different times for different people; • understand the importance of personal hygiene; • understand that their behaviours and feelings may change as hormonal changes occur;		
	recognising that everyone has the right to privacy (building on Key Stage 1);	• understand privacy and that their body belongs to them; • understand that, during puberty, privacy about their body and private space become more important; • be able to express wishes, needs and personal boundaries; • demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect to others; • understand the meaning of consent and know how to give consent or say no; • know they have the right to say no to anything that makes them feel unsafe or uncomfortable; • know how to seek help if something is worrying them;	**RSE Hub – Consent** Unit 1: My body, My Choice Unit 2: The Meaning of Consent, How to give Consent, How to Say No and How to Seek Help	

My Body and Development (Health, Growth and Change) *continued*	knowing about the menstrual cycle and menstrual wellbeing;	• know key facts about the menstrual cycle; • understand that menstruation is a normal and natural part of a girl's development and should not be treated with secrecy or stigma; • understand the importance of physical and emotional wellbeing, leading up to and during periods; • understand essential facts about period products, menstrual hygiene and how to deal with related situations; • understand the challenges associated with periods – pain, anxiety, fear, embarrassment and myths; • reflect on their feelings about menstruation;	RSE Hub – Menstrual Wellbeing	
	knowing where living things come from;	• know how life begins (can include examples of animals or humans depending on prior knowledge, readiness and school RSE policy); • understand in basic terms that a baby can come into the world either through a natural birth or delivered through Caesarean section (can be explored by initially looking at how animals come into the world, for example a penguin hatching out of an egg, or a lamb being born);		
	understanding the needs of a baby and how they are cared for;	• know the needs of a newborn; • understand the need for 24-hour care, love and attention;	Living. Learning. Together. Year 5 Unit 3: Stay Safe and Healthy Year 7 Unit 3: Fit for the Future	

My Body and Development (Health, Growth and Change) *continued*	exploring sexual orientation in the context of learning about love;	• know the meaning of the terms heterosexual, gay, lesbian, bisexual and transgender;	RSE Hub – LGBTQ+ Matters	
	exploring diversity in sexuality and gender identity;	• understand that how people look, how people behave, or their aspirations should not be limited by traditional expectations of what boys and girls should do;		
	understanding growth and change and that their developing sexuality is an important part of self-identity;	• describe ways in which the media can shape ideas about body image and gender; • be able to give examples of and challenge stereotypical behaviour;	Living. Learning. Together. Year 6 Unit 6: Check It Out First	
	knowing that a person's physical appearance does not determine their worth as a human being;	• be able to name what makes them unique and different; • realise that they inherit some features from their family but will develop as unique individuals; • identify positive things about own body image and appearance;	Living. Learning. Together. Year 7 Unit 1: What Makes Me, Me?	

Safety and Wellbeing **(Self-Awareness, Feelings and Emotions)**	promoting dignity, uniqueness, wellbeing and a sense of responsibility for themselves and others;	• be able to name positive things about themselves and their talents; • explain their goals or areas they would like to develop in;	Living. Learning. Together. Year 5 Unit 1: Myself and My Attributes Year 5 Unit 5: Valuing Self and Others Year 6 Unit 1: Who Am I? Year 6 Unit 4: Working at Harmony Year 7 Unit 1: What Makes Me, Me?
	understanding that decisions are made based on the value systems held;	• consider how their values affect decision-making; • weigh up advantages and disadvantages of options; • identify good and bad decisions they have made;	Living. Learning. Together. Year 7 Unit 7: New Horizons
	talking about and explaining their feelings;	• recognise when they have positive emotions and how this makes them feel; • identify the times when they feel good;	Living. Learning. Together. Year 5 Unit 2: I Have Feelings Year 6 Unit 2: Dealing with Feelings Year 7 Unit 2: Thinking and Feeling
	explaining how positive relationships enhance emotional wellbeing;	• reflect on their relationships with others and how they affect their emotional wellbeing; • demonstrate, in all contexts including online, the characteristics of positive and healthy friendships: trust, honesty, boundaries, privacy and consent;	RSE Hub – Healthy, Positive Sexual Expression and Relationships

Safety and Wellbeing (**Self-Awareness, Feelings and Emotions**) *continued*	knowing how to defuse bullying and peer pressure;	• explain how peer pressure can be negative and lead to bullying;	[Living. Learning. Together.](#) Year 5 Unit 3: Stay Safe and Healthy	[Addressing Bullying in Schools Act 2016	Education Authority Northern Ireland (eani.org.uk)](#)
	communicating effectively face to face and online;	• demonstrate an understanding of the content they should include in an online profile;	[Living. Learning. Together.](#) Year 6 Unit 5: Speaking Up for Me	[Department of Health – Online Safety Strategy and Action Plan](#)
	recognising that the internet is a positive place that is fun and can help them learn;	• discuss the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions;	[RSE Hub – Internet Safety](#)	[UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life](#)
	reflecting on their online behaviours;	• understand how rash and impulsive communication online may cause problems;		

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Safety and Wellbeing **(Self-Awareness, Feelings and Emotions)** *continued*	identifying potential or actual abusive behaviour in online environments;	• understand their responsibilities for the wellbeing of others in their online groups; • identify appropriate ways to report concerns; • understand the importance of using strong passwords; • know how to increase privacy on apps; • have an understanding of the law as it relates to inappropriate or illegal online behaviours, for example the sharing of inappropriate images; • understand that some individuals may provide a false identity online and why they might do this; • understand the impact of prolonged online activity on their health and the importance of limiting their time spent online;	RSE Hub – Social Media and Its Effects on Relationships and Self-Esteem	
	knowing that all forms of abuse are wrong; and	• identify the different types of abuse, including neglect, sexual abuse, domestic violence, and physical and emotional abuse; • know that all types of abuse are wrong; • understand that abuse can be online; • be able to explain why and how people can be tricked, coerced or groomed online; • build confidence in their feelings and judgements about what feels safe and unsafe, or okay and not okay for them;	RSE Hub – Domestic and Sexual Violence and Abuse	
	being informed about sources of information and support.	• identify at least five trusted adults who can help when they have a worry or a question; and • develop skills in knowing how to report abuse if it is happening to themselves or someone else they know.	Living. Learning. Together. Year 5 Unit 4: Ups and Downs	

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KEY STAGE 3

KEY STAGE 3

At Key Stage 3, RSE is a statutory part of Learning for Life and Work in the Personal Development and Home Economics strands.

Below are the statutory requirements, set out in bold under the Key Concepts, relevant to RSE at this key stage. Additional guidance appears in plain text. All examples are in italics.

Teachers should enable pupils to develop knowledge, understanding and skills in the following Key Concepts:

Learning for Life and Work – Personal Development Strand

Key Concept – Self-Awareness
Exploring Self-Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.

Pupils should have opportunities to:
- **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, media, social and cultural trends, fears, anxieties and motivations, etc.*
- **Explore the different ways to develop self-esteem,** *for example enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.*

Key Concept – Personal Health
Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.

Pupils should have opportunities to:
- **Explore the concept of Health as the development of a whole person,** *for example defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive, etc.*
- **Investigate the influences on physical and emotional/mental personal health of,** *for example immunisation, personal hygiene, etc.*
- **Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour,** *for example puberty, body image, mood swings, etc.*

🏠 **Relationships and Sexuality Education Progression Framework**   Pg 27

| Introduction | Support Resources | Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 | Post-16 |

- **Develop strategies to promote personal safety,** *for example responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries, etc.*

Key Concept – Relationships
Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.

Pupils should have opportunities to:
- **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, change in family circumstances, coping with rejection, loneliness and 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.*

Learning for Life and Work – Home Economics Strand

Key Concept – Home and Family Life
Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.

Pupils should have opportunities to:
- **Explore the roles and responsibilities of individuals within a variety of home and family structures,** *for example, sharing roles within the family, role reversal, etc.*
- **Develop awareness of parenting skills,** *for example, how parents/carers can nurture physical, intellectual, emotional, social and moral development, etc.*
- **Investigate some of the changing needs of family members at different stages of the life cycle,** *for example, physical (including nutritional), intellectual, emotional and social needs, etc.*
- **Explore strategies to manage family scenarios,** *for example, managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.*

Theme	Learning Outcomes Pupils should have opportunities to:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Self-Awareness	• 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, media, social and cultural trends, fears, anxieties and motivations, etc.;	InSync – Year 8 Theme 2: Feelings and Emotions Theme 3: Managing Influences and Making Decisions Theme 4: Self-Concept Theme 5: Managing Change Theme 6: Morals, Values and Beliefs Theme 9: Relationships and Sexuality – Sub-Theme 4: Managing Difficulties and Conflict Within Relationships, Including Friendships RSE Hub – Consent Unit 1: Consent in Relationships Unit 2: What Does Consent Mean and Why is it Important in a Healthy Relationship? Unit 3: Stereotypical Behaviour – The Impact on Consent InSync – Year 10 Theme 3: Managing Influences and Making Decisions Theme 4: Self-Concept	

Self-Awareness *continued*

Internet Safety
- reflect on and assess the role that digital media plays in their lives, giving clear examples of both benefits and risks;
- develop an understanding of social media and safe use of the internet;
- know how to create and maintain a positive online reputation;
- understand the term digital footprint and be able to describe the implications of sharing personal information online, in both the long and short term;
- recognise that sharing material online with others is dangerous – can be shared unknowingly with others and last a long time;
- understand that some people may look and act differently online and offline and may not be who they say they are;
- recognise harmful online behaviour, abuse and exploitation, develop strategies and skills for personal safety and know how to report harmful behaviour and/or get help;
- understand online bullying on social media and its forms, and how it differs from offline bullying;
- define the terms cyberbullying, sexting, trolling, harassment and stalking;
- describe different ways to ask for, give or deny permission or consent online and identify who can help if unsure;
- understand how others might feel when someone shares something about them online without consent;
- understand that images and videos can be digitally manipulated to misinform;
- understand that online images can help to reinforce and amplify stereotypes;
- identify and critically evaluate online content relating to gender, race, religion, disability, culture, etc. and explain why it is important to challenge and reject inappropriate portrayal of others;
- understand the impact (social, emotional and legal) of sharing explicit images online and identify strategies for seeking help;
- describe age-appropriate laws governing online behaviours;

RSE Hub – Social Media and Its Effects on Relationships and Self-Esteem
Unit 1: How Media May Affect Self-Esteem
Unit 2: Selfies and Self-Esteem

RSE Hub – Internet Safety
Unit 1: Staying Safe Online
Unit 2: Cyberbullying
Unit 3: Sexting

RSE Hub – Consent
Unit 1: Consent in Relationships
Unit 2: What Does Consent Mean and Why is it Important in a Healthy Relationship?
Unit 3: Stereotypical Behaviour – The Impact on Consent

Department of Health – Online Safety Strategy and Action Plan

UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life

Addressing Bullying in Schools Act 2016 | Education Authority Northern Ireland (eani.org.uk)

UK Council for Internet Safety – Sharing nudes and semi-nudes: advice for education settings working with children and young people

| Self-Awareness *continued* | **Self-Esteem**
• explore the different ways to develop self-esteem, for example enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests, and skills, learning to recognise achievement, etc.;
• understand that physical appearance is determined by heredity, environment and lifestyle and does not determine an individual's worth as a human being;
• understand that people's feelings about their bodies can affect their health, self-image and behaviour;
• recognise that gender stereotypes and expectations have a strong influence on how people live their lives and that this can be both positive and negative;
• understand the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online and through setting unrealistic expectations for body image; | RSE Hub – Social Media and Its Effects on Relationships and Self-Esteem
Unit 1: How Media May Affect Self-Esteem
Unit 2: Selfies and Self-Esteem | |
| | **Personal Safety**
• develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries, etc.;
• know where to seek help if experiencing any form of abuse, harassment or bullying; | InSync – Year 10
Theme 8: Safety and Managing Risk – Abuse, Bullying and Physical Violence

RSE Hub – Healthy, Positive Sexual Expression and Relationships
Unit 4: Strategies to Maintain a Healthy Relationship | Addressing Bullying in Schools Act 2016 \| Education Authority Northern Ireland (eani.org.uk)

Department of Education – Safeguarding and Child Protection in Schools – A Guide for Schools |

Relationships			
	• explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.;	InSync – Year 8 Theme 9: Relationships and Sexuality – Sub-Theme 3: Qualities of Friendship	
	• list some key features of long-term commitments, marriage and parenting;	InSync – Year 10 Theme 9: Relationships and Sexuality – Establishing Boundaries and Sexual Relationships – Considering Consequences	
	• describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting;		
	• explore the roles and responsibilities of individuals within a variety of home and family structures, for example sharing roles within the family, role reversal, etc.;		
	• develop awareness of parenting skills, for example how parents/carers can nurture physical, intellectual, emotional, social and moral development, etc.;	InSync – Year 10 Theme 5: Managing Change Theme 9: Relationships and Sexuality	
	• investigate some of the changing needs of family members at different stages of the life cycle, for example physical (including nutritional), intellectual, emotional and social needs, etc.;		

Relationships
continued

Healthy Relationships
- 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, change in family circumstances, coping with rejection, loneliness, and loss, etc.;
- develop skills and strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation and mediation;
- describe the differences between friendship and romantic and sexual relationships and the different challenges they present;

RSE Hub – Healthy, Positive Sexual Expression and Relationships
Unit 1: The Characteristics of Positive Relationships
Unit 2: What Makes a Relationship Romantic or Sexual?

RSE Hub – Domestic and Sexual Violence and Abuse
Unit 1: Relationships and Domestic Abuse
Unit 2: Types of Domestic Abuse
Unit 3: Identifying Domestic Abuse

InSync – Year 8
Theme 9: Relationships and Sexuality – Sub-Theme 5: Challenging Relationships

InSync – Year 9
Theme 5: Managing Change
Theme 6: Morals, Values and Beliefs
Theme 9: Relationships and Sexuality

InSync – Year 10
Theme 2: Feelings and Emotions
Theme 8: Safety and Managing Risk

Relationships *continued*	**Domestic and Sexual Violence and Abuse** • know that all forms of gender-based violence (GBV), including bullying, sexual harassment, psychological, domestic, sexual and homophobic violence, are wrong and a violation of human rights; • understand that domestic and sexual abuse and violence are crimes about power and dominance; • give examples of sexual exploitation and be aware of cultural practices that are against the law;	RSE Hub – Domestic and Sexual Violence and Abuse Unit 1: Relationships and Domestic Abuse Unit 2: Types of Domestic Abuse Unit 3: Identifying Domestic Abuse InSync – Year 10 Theme 8: Safety and Managing Risk	Addressing Bullying in Schools Act 2016	Education Authority Northern Ireland (eani.org.uk)
	Consent • define and understand consent and explain its implications in relation to personal boundaries; • know how to ask for, give or deny consent offline and online; • demonstrate effective ways to communicate wishes, needs and personal boundaries and understand the importance of listening to and showing respect for others' boundaries; • consider different levels of intimacy (including intimacy without sex); • understand the importance of trust and the benefits of delaying sexual activity; • 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.; • understand how alcohol and drugs influence ability to consent, identifying guidelines for personal safety and risks;	RSE Hub – Consent Unit 1: Consent in Relationships Unit 2: What Does Consent Mean and Why is it Important in a Healthy Relationship? Unit 3: Stereotypical Behaviour – The Impact on Consent InSync – Year 10 Theme 9: Relationships and Sexuality	

Relationships *continued*	**Gender, Sexual Identity and Sexual Orientation** • develop an understanding of sexual identity and be able to describe the terms associated with sex, gender and sexual orientation and give examples; • understand and respect the need for tolerance and acceptance towards various lifestyles, attitudes and values, and acknowledge the unacceptability of prejudice; • understand that the way individuals think of themselves or describe themselves to others in terms of their gender is unique to them and should be respected; • recognise bullying, including homophobic, biphobic and transphobic (HBT) bullying, cyberbullying etc., and their responsibilities, and develop coping strategies;	RSE Hub – LGBTQ+ Matters Unit 1: LGBTQ+ Identities and Terms Unit 2: Coming Out Unit 3: HBT Bullying Unit 4: Gender Identity Unit 5: Transgender People in the Media	Education Authority – Guidance for Schools, EOTAS Centres and Youth Service on Supporting Transgender Young People Addressing Bullying in Schools Act 2016 | Education Authority Northern Ireland (eani.org.uk)
Health	• develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example puberty, body image, mood swings, etc.; • explore the implications of sexual maturation, for example sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.; • discuss physical changes in the body and the importance of personal hygiene;	InSync – Year 8 Theme 9: Relationships and Sexuality – Sub-Theme 6: Sexual Maturation InSync – Year 10 Theme 5: Managing Change RSE Hub – Teen Parenting	

| **Health** *continued* | **Menstrual Wellbeing**
 • understand that menstruation is a normal and natural part of a girl's development and should not be treated with secrecy or stigma;
 • understand key facts about the menstrual cycle;
 • know that the menstrual cycle has different stages, including the time around ovulation in which, if sperm are present, pregnancy is most able to occur;
 • know what is and is not normal during menstruation and the menstrual cycle, and develop communication skills needed to ask for help;
 • know about the range of period products available, how and when they are used, how they are disposed of, and their advantages and disadvantages;
 • understand issues around menstrual wellness – physical, emotional and psychological wellbeing leading up to and during periods;
 • know about menstrual hygiene – essential facts and how to deal with related situations;
 • explore menstrual cycle challenges – pain, anxiety, fear, embarrassment and myths;
 • reflect on their feelings about menstruation; | [RSE Hub – Menstrual Wellbeing](#) | |
| | **Contraception, STIs and HPV**
 • describe how sexual intercourse leads to pregnancy and methods to prevent pregnancy, including condom use and safer sex;
 • understand that contraception is the responsibility of both partners;
 • be aware that infections are passed through sexual activity and be able to give examples (including HIV) and methods to protect against STIs;
 • understand further the different types of contraception and their use;
 • the importance of immunisation and vaccination and the myths, fears and obstacles surrounding vaccination; and
 • the importance of vaccination programmes, for example the HPV (human papillomavirus) vaccine offered to girls and boys aged 12 to 13 to help protect them against HPV-related cancers. | [RSE Hub – Developments in Contraception](#)
 Unit 1: What is Contraception and How Do I Make the Right Choice?
 Unit 2: Taking Control of My Sexual Health and Wellbeing
 Unit 3: What is the Future of Contraception? | |

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KEY STAGE 4

KEY
STAGE
4

RSE sits within the Personal Development strand of Learning for Life and Work at Key Stage 4.

Learning for Life and Work is a compulsory Area of Learning at this key stage. It helps young people develop the fundamental skills, knowledge, qualities and dispositions that are prerequisites for life and work.

Below are the statutory requirements relevant to RSE at this key stage.

Pupils should be enabled to:

- develop an understanding of how to maximise and sustain their own health and wellbeing;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing 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; and
- develop an understanding of the roles and responsibilities of parenting.

CCEA provides a range of GCSE and vocational qualifications that support this Area of Learning, including GCSE Learning for Life and Work. An Entry Level qualification in Learning for Life and Work also supports progression from Key Stage 3.

| Introduction | Support Resources | Foundation Stage | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 | Post-16 |

Theme	Learning Outcomes Pupils should be enabled to:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Self-Awareness	• recognise their own values, beliefs and attitudes, understand how they impact on others and know how to stand up for them; • reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences; • recognise, assess and manage risk in a range of real-life contexts; • learn about the unacceptability of discrimination and how to challenge it;		
	Self-Esteem • identify the unique challenges of online abuse on self-esteem, recognising how social media can distort situations and issues; • discuss the benefits of feeling good about your body; • identify the pressures and influences on body image, including the media portrayal of idealised bodies, artificial body shapes and manipulated images; • be aware of the health risks of cosmetic procedures and extreme behaviours, for example self-harming, excessive dieting, using drugs and eating disorders; • know how to access services that support people struggling with their body image;	RSE Hub – Social Media and Its Effects on Relationships and Self-Esteem Unit 1: How Media May Affect Self-Esteem Unit 2: Selfies and Self-Esteem	

Self-Awareness *continued*	**Internet Safety** • describe the laws regarding online sexual content, including pornography and the sharing of indecent images; • summarise ways that sexually explicit media can be harmful, and where to report these harms and get help; • illustrate ways that the internet, mobile phones and social media can be sources of unwanted sexual attention; • develop and practise a plan to stay safe when using the internet, mobile phones and social media;	RSE Hub – Internet Safety Unit 3: Sexting	Department of Health – Online Safety Strategy and Action Plan UK Council for Internet Safety – Sharing nudes and semi-nudes: advice for education settings working with children and young people UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life
	Human Rights and Gender Equality • describe human rights that impact sexual and reproductive health; • discuss local and/or national laws impacting these rights; • recognise violations of these rights; • acknowledge that there are some people in society who are especially vulnerable to human rights violations; • explain how poverty, gender inequality and violence can all influence decision-making about sexual behaviour;	UNCRC Resource Hub (Post-Primary)	

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Relationships	• develop their understanding of relationships and sexuality and the responsibilities of healthy relationships; • acknowledge the responsibilities that come with marriage and long-term committed relationships; • acknowledge the importance of love, tolerance, equality and respect in marriage and long-term commitments; • demonstrate ways to assess and manage emotions that can influence sexual decision-making;		
	Consent • build on Key Stage 3 learning on how to seek consent and how not to give or withdraw consent; • understand the law on consent; • know how to actively communicate and recognise consent from others; • understand how to withdraw consent in real life and online; • understand that sexual behaviour and the ability to consent can be affected by using drugs and alcohol;	RSE Hub – Consent Unit 1: Consent in Relationships Unit 2: What Does Consent Mean and Why Is It Important in a Healthy Relationship? Unit 3: Stereotypical Behaviour – The Impact on Consent Unit 4: Male Privilege and Misogyny Unit 5: Consent in a Sexual Relationship Unit 6: Consequences of Non-Consent in a Sexual Relationship	

| Relationships *continued* | **Healthy Relationships**
• distinguish between emotions associated with love, friendship, infatuation and sexual attraction;
• recognise the place of stable, committed relationships and the legal status of long-term relationships including marriage;
• discuss how close relationships can sometimes become sexual;
• describe pleasure, rights, empowerment, sexism and feminism;
• learn strategies to manage the emotional aspects of relationships;
• understand ways to manage relationship loss, such as separation, divorce and bereavement; | RSE Hub – Healthy, Positive Sexual Expression and Relationships
Unit 1: The Characteristics of Positive Relationships
Unit 2: What Makes a Relationship Romantic or Sexual?
Unit 3: How Do I Recognise an Unhealthy Relationship?
Unit 4: Managing Relationship Issues | Women's Aid Federation |
| | **Domestic and Sexual Violence and Abuse**
• recognise characteristics of sexual exploitation and unhealthy or abusive relationships and how to access support;
• develop strategies to identify and manage sexual pressure, including peer pressure, resisting pressure and not pressuring others, with links to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse and female genital mutilation (FGM);
• understand how the role of faith beliefs and cultural practices impacts on relationships and sexuality; | RSE Hub – Domestic and Sexual Violence and Abuse
Unit 1: Relationships and Domestic Abuse
Unit 2: Types of Domestic Abuse
Unit 3: Identifying Domestic Abuse
Unit 4: Domestic Abuse and Its Impact
Unit 5: Online Abuse and Sexting | |

Relationships *continued*	**Gender, Sexual Identity and Sexual Orientation** • describe the concepts of sexual identity, gender identity and sexual orientation; • learn about diversity in sexual attraction, developing sexuality, the gender norms, gender equality, stereotypes, bias and gender-based violence (GBV); • understand ways that gender roles affect decisions about sexual behaviour, contraceptive use and life planning; • analyse how more gender equal roles can contribute to a healthier sexual relationship; • be aware of the impact of domestic and relationship violence and know where to get help and support; • be aware of attitudes towards sexual assault and the impact on victims, including an understanding of what occurs online;	RSE Hub – LGBTQ+ Matters Key Stage 3/4 units: Unit 1: LGBTQ+ Identities and Terms Unit 2: Coming Out Unit 3: HBT Bullying Unit 4: Gender Identity Unit 5: Transgender People in the Media Key Stage 4 unit: Unit 6: LGBTQ+ History and Pride RSE Hub – Healthy, Positive Sexual Expression and Relationships Unit 4: Strategies to Maintain a Healthy Relationship	Education Authority – Guidance for Schools, EOTAS Centres and Youth Service on Supporting Transgender Young People

Health	• develop an understanding of how to maximise and sustain their own health and wellbeing;		
	Menstrual Wellbeing • know and understand key facts about the menstrual cycle; • know and understand what is and is not normal during menstruation and the menstrual cycle, and develop communication skills needed to ask for help; • understand that menstrual development is natural and should be treated openly and without stigma; • know about the range of period products available and their advantages and disadvantages; • understand the issue of period poverty; • understand issues around menstrual wellness; • know essential facts about menstrual hygiene; • understand challenges around menstruation – pain, anxiety, fear, embarrassment and myths; • know about menstruation-related issues such as endometriosis, premenstrual syndrome (PMS), premenstrual dysphoric disorder (PMDD) and polycystic ovary syndrome (PCOS);	RSE Hub – Menstrual Wellbeing	
	Menopause • know that menopause occurs when a female's periods stop; • know that menopause is a natural process; • be aware of the common symptoms of menopause; • know that perimenopause is a transitional time before menopause; • understand that the symptoms of perimenopause and menopause can have a big impact on daily life; • understand that a healthy lifestyle and looking after mental wellbeing can help with the symptoms of perimenopause and menopause; • understand that the main medical treatment for perimenopause and menopause is hormone replacement therapy (HRT);	RSE Hub – Menstrual Wellbeing	

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Health
continued

Sexual Intercourse, STIs and Contraception
- be aware of both natural and artificial contraceptive methods and where to seek support;
- understand the importance of correct contraception choice and use;
- understand the different ways that people acquire STIs, including HIV (for example through sexual transmission or blood transfusion);
- know that not having sexual intercourse is the most effective protection from acquiring HIV and other STIs through sexual transmission, as well as preventing unintended pregnancy;
- understand the ways that a person, who is sexually active, can reduce the risk of acquiring or transmitting HIV and other STIs;
- demonstrate skills in negotiating safer sex and refusing unsafe sexual practices;

RSE Hub – Developments in Contraception
Unit 1: What is Contraception and How Do I Make the Right Choice?
Unit 2: Taking Control of My Sexual Health and Wellbeing
Unit 3: What is the Future of Contraception?

Parenting Including Teen Parenting
- develop an understanding of the roles and responsibilities of parents in general and the implications of young parenthood;
- be aware of the advantages of bringing up a child within a stable, healthy relationship or marriage;
- identify parenting skills and qualities, making informed choices about parenting, including breastfeeding and mutually agreed contraception;
- identify the choices for unintended pregnancy, including keeping the baby, adoption and abortion, and where to seek impartial advice and support;
- be aware of changes in the law regarding abortion, and the opinions of churches, pro-life groups and pro-choice groups;
- understand the effects of maternal lifestyle on the foetus and the facts surrounding pregnancy, including miscarriage, stillbirth and foetal deformities and abnormalities; and
- understand that abstaining from sexual intercourse is an effective method to prevent unintended pregnancy.

RSE Hub – Teen Parenting
Unit 1: Dealing with an Unintended Pregnancy
Unit 2: The Pregnancy
Unit 3: The Social, Emotional and Financial Impact on Young Parents
Unit 4: Roles, Responsibilities and the Law
Unit 5: The Impact of Loss

POST-16

POST-16

As pupils progress through the key stages to post-16, it's important that learning is relevant to young people's real-life issues and experiences. Although teachers may have used the resources in other key stages, they should lead discussions based on pupils' questions, interests and experiences. This helps pupils to build on their learning and provides opportunities for discussion in a safe space.

It may also be appropriate to draw on learning opportunities they have already encountered in Key Stage 4 to reinforce earlier learning and understanding, as well as improve personal skills and strategies. Teachers can use current case studies on relationships and sexuality issues to stimulate discussion and debate.

Theme	Learning Outcomes Pupils should be able to:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
Self-Awareness	• reflect on sexuality and diverse norms and values and develop their own critical attitudes; • know and understand their legal rights regarding discrimination, sexual harassment and violence, and how to manage these rights, identifying when it is a criminal offence and how to respond;		
	Self-Esteem • reflect on their own body image and how it can affect self-esteem, sexual decision-making and subsequent sexual behaviours; • reflect on how media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour; • demonstrate ways to challenge unrealistic standards about physical appearance;	RSE Hub – Social Media and Its Effects on Relationships and Self-Esteem RSE Hub – Internet Safety	Women and Equalities Committee – Changing the perfect picture: an inquiry into body image

| **Self-Awareness** *continued* | **Values, Human Rights and Gender Equality**
• know about international agreements and laws that address the human rights that impact sexual and reproductive behaviour;
• understand their legal rights regarding equality;
• identify Northern Ireland laws and policies that affect what young people can and cannot do related to relationships and sexual behaviour (for example the age of sexual consent, marriage and civil partnerships, gender identity, sexual orientation, access to health services including contraception, STI/HIV status, abortion, rape and sex trafficking);
• understand the unacceptability of discrimination and prejudice in the workplace and wider community (including Section 75 of the Northern Ireland Act 1998);
• recognise that their own and others' gender biases may be harmful to others;
• challenge their own and others' gender biases;
• demonstrate ways to challenge gender stereotypes and inaccurate portrayals of sexuality and sexual relationships in the media;
• respect sexual diversity, including in relation to cultural and religious differences;
• develop strategies to challenge prejudice, bigotry, stereotyping, bullying and discrimination;
• acknowledge that people's values may be different and demonstrate ways to resolve differences;
• compare and contrast behaviours that are and are not consistent with their own values related to sexuality and reproductive health;
• analyse examples of successful advocacy efforts to promote gender equality and reduce gender-based violence (GBV); | | Equality and Human Rights Commission – Lesson 8: What are human rights?

Addressing Bullying in Schools Act 2016 \| Education Authority Northern Ireland (eani.org.uk) |

Self-Awareness *continued*	**Internet Safety**	[RSE Hub – Internet Safety](#)	[Department of Health – Online Safety Strategy and Action Plan](#)
	• identify the challenges raised by both healthy and unhealthy online sexual behaviours;		
	• make ethical choices regarding online content;		[UK Council for Internet Safety – Education for a Connected World: A framework to equip children and young people for digital life](#)
	• have knowledge of the legal and personal risks of being asked for or sharing intimate images, and strategies to manage this;		
	• evaluate ways that sexually explicit media (such as pornography) can contribute to unrealistic expectations about men, women, sexual behaviour and body appearance;		
	• acknowledge that sexually explicit media can reinforce harmful gender stereotypes and can normalise violent or non-consensual behaviour;		[UK Council for Internet Safety – Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
	• critically assess the potential positive and negative influences of media messages about sexuality and sexual relationships;		
	• recognise when the use of technology is becoming coercive and/or controlling (for example obsessive communication through an online platform or texting);		
	• describe how to appropriately challenge content or behaviour that may have a negative impact on someone's reputation;		
	• explain the concepts 'dark web', 'deep web' and 'closed peer sharing' and critically assess the issues associated with using such services;		
	• manage personal safety in new relationships, including when meeting someone in person who they first met online;		
	• safely and respectfully manage the ending of online and offline relationships;		

Relationships	• accept the uniqueness of individuals and relationships, and be able to give examples of various types of committed, stable relationships; • assess the rewards and challenges of marriage and long-term commitments; • recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships;		
	Healthy Relationships • identify characteristics that promote healthy, positive sexual expression and relationships, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; • identify what practical steps can be taken to support respectful relationships; • understand how to manage conflict and reconciliation, and end relationships;	RSE Hub – Healthy, Positive Sexual Expression and Relationships RSE Hub – Domestic and Sexual Violence and Abuse Unit 1: Relationships and Domestic Abuse Unit 2: Types of Domestic Abuse Unit 3: Identifying Domestic Abuse Unit 4: Domestic Abuse and Its Impact Unit 5: Online Abuse and Sexting	

Relationships *continued*	**Consent**	RSE Hub – Consent	
	• understand that there are different types of relationships and boundaries for couples;		
	• understand that consent is critical for healthy, pleasurable and consensual sexual behaviour with a partner;		
	• analyse the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent;		
	• know that effective communication is key to expressing personal needs and sexual limits;		
	• demonstrate ways to communicate giving and refusing consent and to recognise consent or lack of consent;		
	• compare and contrast how men's and women's bodies are sometimes treated differently and acknowledge that there may sometimes be double standards of sexual behaviour that can affect consensual sexual behaviour;		
	• understand that assertiveness and negotiation skills can help counter unwanted sexual pressure or reinforce the intention to practise safer sex;		
	• understand that a person's negotiation skills can be impacted by social norms, power inequality and the individual belief and confidence in their power to make a decision;		
	• know that there are factors (for example alcohol, drugs, gender-based violence (GBV), poverty and power dynamics) that can affect the ability to acknowledge or give consent;		

| **Relationships** *continued* | **Domestic and Sexual Violence and Abuse**
• recognise and seek help in the event of sexual abuse, exploitation, assault or rape;
• recognise forced marriage and 'honour'-based violence and know how to get help for themselves or others they believe to be at risk;
• recognise that domestic violence and abuse can take many different forms (for example psychological, physical and sexual);
• recognise that domestic violence and abuse is wrong and that it is possible to leave an abusive relationship;
• demonstrate how they would approach a trusted adult or an appropriate organisation for support if they were experiencing domestic abuse;
• describe how siblings, parents/guardians or extended family can provide support to a young person who discloses or shares information related to sexual relationships or health;
• know which organisations provide relationship advice, including on breakdowns, separation, divorce, bereavement and the impact of domestic and relationship violence; | RSE Hub – Domestic and Sexual Violence and Abuse
Unit 1: Relationships and Domestic Abuse
Unit 2: Types of Domestic Abuse
Unit 3: Identifying Domestic Abuse
Unit 4: Domestic Abuse and Its Impact
Unit 5: Online Abuse and Sexting | Victim Support NI – Domestic violence |
| | **Gender, Sexual Identity and Sexual Orientation**
• define homophobia and transphobia and their consequences;
• define homophobic, biphobic and transphobic (HBT) bullying;
• demonstrate ways to show support for people experiencing HBT, homophobia or transphobia;
• know where and how to get confidential help and support for problems and questions related to sexuality; | RSE Hub – LGBTQ+ Matters
Unit 1: LGBTQ+ Identities and Terms
Unit 2: Coming Out
Unit 3: HBT Bullying
Unit 4: Gender Identity
Unit 5: Transgender People in the Media
Unit 6: LGBTQ+ History and Pride | Education Authority – Guidance for Schools, EOTAS Centres and Youth Service on Supporting Transgender Young People

Addressing Bullying in Schools Act 2016 \| Education Authority Northern Ireland (eani.org.uk) |

		Key Stage 3	Key Stage 4
Health	• understand why it is important to promote human rights that impact sexual and reproductive health; • understand that sexual decision-making has consequences on themselves and others, including social and health consequences;		
	Contraception and STIs • assess the personal benefits and possible side effects and/or risks of available modern methods of contraception (for example male and female condoms, contraceptive pills, implants and emergency contraception); • understand the importance of using contraception correctly; • demonstrate confidence in discussing and using different contraceptive methods; • recognise the prevalence and characteristics of STIs and their treatment; • identify how different STIs are transmitted, including HIV, and how to reduce the risks through safer sex (effective condom use); • understand that some STIs damage fertility and know where to get help and support; • recognise how fertility levels may vary over a lifetime and can be damaged, the options available for people not able to conceive and where to get support; • recognise how drugs and alcohol affect decision-making and may lead to risky sexual behaviour and mental health problems (short and long-term consequences); • know that sexual health services can offer contraception, emergency contraception, testing and treatment for STIs and HIV, and counselling for young people following sexual assault;	[RSE Hub – Developments in Contraception](#) Unit 1: What is Contraception and How Do I Make the Right Choice? Unit 2: Taking Control of My Sexual Health and Wellbeing Unit 3: What is the Future of Contraception?	

Health *continued*	**Sexual Behaviours** • recognise that sex should be pleasurable but carries implications for their own health and wellbeing; • be respectful of people's desires to or not to engage in different types of sexual behaviour/intimacy; • recognise that some sexual behaviours can be dangerous (for example erotic asphyxiation and chemsex) and may lead to death; • recognise orgasms in both males and females as a sensation of intense sexual pleasure; • understand the role of Viagra and why it may be needed (including erectile dysfunction);		
	Menstrual Wellbeing • understand that hormones play a major role in a person's emotional and physical changes over their lifetime; • know about menstruation-related issues such as endometriosis, premenstrual syndrome (PMS), premenstrual dysphoric disorder (PMDD), polycystic ovary syndrome (PCOS) – symptoms, support and treatment; • understand the factors that impact fertility, including lifestyle and the menopause;	RSE Hub – Menstrual Wellbeing	NHS – Menopause

| **Health** *continued* | **Parenting Including Teen Parenting**
• understand that there are different reasons why people may decide to have or not have children;
• acknowledge that some people may want to become parents, some people may not want to, not everyone is able to become a parent, and some people may have become a parent without wanting to;
• recognise that everyone is able to parent, regardless of gender, HIV status, sexual orientation or gender identity;
• understand that not everyone is fertile and there are ways of trying to address infertility for those who would like to conceive;
• critically assess factors that impact their own opinion about if, why and when they want to have children;
• categorise key physical, emotional, economic, health and educational needs of children and associated responsibilities of parents; and
• illustrate ways that children's wellbeing can be affected by difficulties in relationships. | RSE Hub – Teen Parenting
Unit 1: Dealing with an Unintended Pregnancy
Unit 2: The Pregnancy
Unit 3: The Social, Emotional and Financial Impact on Young parents
Unit 4: Roles, Responsibilities and the Law
Unit 5: The Impact of Loss | |

Rewarding Learning