

RSE Expectations Year 9

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
How to seek help or advice, including reporting concerns about others if needed	That they have a choice to delay sex or enjoy intimacy without sex	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	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)
What constitutes sexual harassment and sexual violence and why these are always unacceptable			
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	The facts about the full range of contraceptive choices, efficacy and options available	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Safeguarding)	That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
About 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 wouldn't want shared further, and not to share personal material which is sent to them	The facts around pregnancy, including miscarriage	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can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) (Also Safeguarding)	
What to do and where to get support to report material or manage issues online			
The impact of viewing harmful content	That 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)		
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners			
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing		
How information and data is generated, collected, shared and used online			
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, [and how these can affect current and future relationships] (Delivered by Relationships Education in Year 10)	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		
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) (Also Relationship Education)	How the use of alcohol and drugs can lead to risky sexual behaviour		
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Relationships)	How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment		