

Relationships and Sex Education Key Stage 4 Progression Framework

OLS	Relationships and Sex Education			
	Self awareness	Self care, support and	Managing	Changing and growing
Oakwood Learning Stage 1	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Respond to stimuli about things that are public and things that are private. 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Respond to stimuli about romantic relationships. Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood.
Oakwood Learning Stage 2	Self awareness	Self care, support and	Managing	Changing and growing
	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences between friendships and romantic/intimate relationships. Identify whom we can talk to about relationships Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together as a couple)
	Self awareness	Self care, support and	Managing	Changing and growing

<p>Oakwood Learning Stage 3</p>	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information. 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places. Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end -
	<p>Self awareness</p>	<p>Self care, support and</p>	<p>Managing</p>	<p>Changing and growing</p>

Oakwood Learning Stage 4

- n/a

- Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.
- Identify what is appropriate and inappropriate to share online.
- Identify trusted adults who can help us if someone tries to pressurise us online.
- Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.

- n/a

- Define what intimacy means.
- Identify readiness (emotional, physical and social) for a relationship that may include sex.
- Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.
- Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.
- Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.
- Explain that there are laws about the legal age of consent for sexual activity.
- Identify how others may manipulate/persuade us to do things we do not want to do or do not like.
- Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).
- Identify where and how to obtain condoms and describe how to use them safely.
- Identify sources of support with relationships and sex.
- Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.
- Identify some of the responsibilities of being a parent.
- Recognise different ways a person can become pregnant, including assisted conception, donor conception.
- Identify possible reasons why people might choose to adopt or foster children or young people.
- Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is

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<p>Oakwood Learning Stage 5</p>	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others. 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do. Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Demonstrate different strategies to deal with manipulation/persuasion in relationships. Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services. Identify possible reasons for assisted conception, donor conception and surrogacy. Describe choices people have in the event of an unintended pregnancy. Explain what abortion or termination of a pregnancy means. Identify reliable, unbiased sources of support and explain how to access them. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are close to is experiencing the end of a relationship.
	<p>Self awareness</p>	<p>Self care, support and</p>	<p>Managing</p>	<p>Changing and growing</p>

Oakwood Learning Stage 6

- n/a

- Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).
- Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.

- n/a

- Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.
- Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.
- Describe how alcohol/drugs may influence choices we or others make in relationships, including sexual activity.
- Evaluate the advantages and disadvantages of different forms of contraception for different individuals.
- Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.
- Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.
- Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.
- Recognise that long-term relationships experience challenges but that these can often be overcome.
- Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.
- Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.