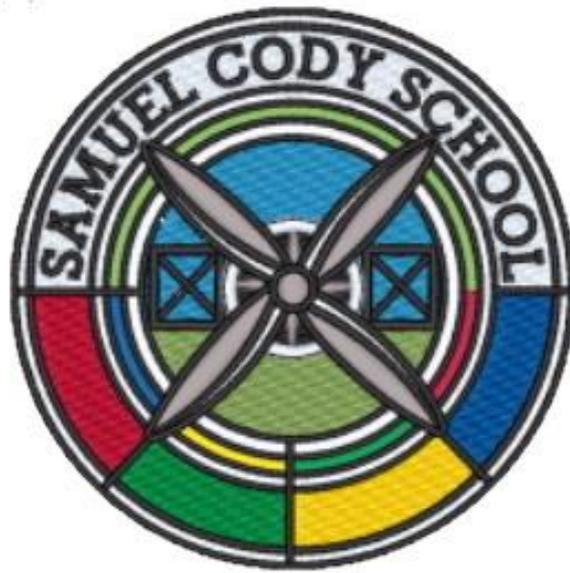


# Relationships and Sex Education Policy

Samuel Cody School



|                            |              |                        |
|----------------------------|--------------|------------------------|
| <b>Approved by:</b>        | S Chinnappa  | <b>Date:</b> July 2021 |
| <b>Last reviewed on:</b>   | January 2023 |                        |
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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Samuel Cody Specialist Sports College we teach RSE as set out in this policy.

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. It is also taught across several subjects such as the biological aspects of RSE are taught within the science curriculum, online safety is taught with ICT and other aspects are included in religious education (RE).

We consider the needs of all our pupils and adapt the curriculum to personalise their learning. We do not teach sex education in primary but individual pupils may receive stand-alone sex education sessions delivered by a trained health professional.

#### **Primary:**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

## Secondary:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. The weekly lessons objectives for key stage 3 are on our school website.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs Greenwood is responsible for overseeing the teaching all our pupils RSE throughout Secondary and Year 6 pupils in Primary.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Primary school parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from any components of sex education within RSE and will be informed by the school in advance.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary school parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs T Greenwood through:

Planning scrutinies and regular meetings with Primary, ICT, Science and RE departments.

Reviewing end of term progress in classroom monitor.

Daily discussions with tutors and teachers about individual student's PSHE needs.

Feedback from pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Tracey Greenwood annually. At every review, the policy will be approved by the curriculum committee.

## Appendix 1: Primary Curriculum map

### Relationships and sex education curriculum map

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Relationship education is not taught as an individual stand-alone topic but is embedded within the daily school life. Relationships education covered in primary include:

- School rules and routines
- Friendships
- Being kind
- Exploring emotions and feelings through stories
- Hygiene
- Sharing/turn taking/co-operation
- Tolerance
- Difference
- Being truthful
- Caring for each other
- Keeping trying/ anxiety
- Families
- Keeping safe: road safety, online safety, personal safety

These are covered in circle time every morning and are tailored to suit the needs of individual pupils and the group.

In Year 6 Jets class focus on

- School rules and routines
- Emotions
- Friendships
- Relationships
- Change and transition
- Self-care and personal hygiene
- Keeping safe: NSPCC Speak Out, Stay Safe campaign

## Appendix 1: Secondary Curriculum Map

| What will our pupils learn in PSHE this year? One 40 minute lesson per week. |   |  |   | <b>YEAR 7</b>  |  |  |
|--|---|--|---|--|--|--|
|  | <b>Autumn<br/>Term 1</b>  | <b>Autumn<br/>Term 2</b>   | <b>Spring<br/>Term 3</b>  | <b>Spring<br/>Term 4</b>   | <b>Summer<br/>Term 5</b>   | <b>Summer<br/>Term 6</b>   |
|  | <b>Living In The Wider World: My New School</b>                                   | <b>Living In The Wider World: Money</b>  | <b>Relationships: Friendships &amp; Romance</b>   | <b>Relationships: Identity and Safety</b>  | <b>Health &amp; Wellbeing: Healthy Living &amp; Responsible Health Choices</b>               | <b>Health &amp; Wellbeing: Puberty, Emotional Health &amp; Wellbeing</b> |
| 1  | <b>Introduction to secondary school</b><br>What is PSHE?                          | <b>Budgeting</b><br>What is budgeting?   | <b>Keeping good friendships</b><br>Keeping good friendships and avoiding toxic ones                       | <b>Bullying or banter</b><br>Why do people bully others and how can we help stop it?                                   | <b>Healthy Lifestyles</b><br>What do we mean by a healthy lifestyle?<br>Health introduction. | <b>Mental health</b><br>What is depression?                              |
| 2  | <b>Aspiration</b><br>How can we be an aspirational student?                       | <b>Creating a personal budget plan</b><br>How can I create a personal budget plan? | <b>Family relationships</b><br>Different types of family relationships and why we don't always get along. | <b>Cyberbullying</b><br>What is cyberbullying and why do people bully online?  | <b>Balanced diets</b><br>How can I keep healthy?<br>Food groups, diet and nutrition          | <b>Anger</b><br>How can we manage our anger?                             |
| 3  | <b>Self Esteem</b><br>How does self-esteem help us achieve?                       | <b>Money Management</b><br>What are savings, loans and interest rates?             | <b>Falling in love</b><br>Romance, falling in love and dealing with new feelings                          | <b>Keeping safe and positive relationships</b><br>How do we keep safe and have positive relationships on and off-line? | <b>Eating responsibly</b><br>Reading food labels and recognising health hazards.             | <b>Puberty</b><br>What happens, when and why.                            |
| 4  | <b>Wants and needs</b><br>What are wants and needs and why do we need to know the | <b>Credit and debit cards</b><br>What are different types of financial             |   | <b>What are radicalism and extremism</b><br>What is my personal identity and why is                                    | <b>Healthy Eating</b><br>Not eating healthily - what are the consequences?                   | <b>Periods</b><br>What happens, when and why.                            |

|   |  |   |  |   |   |  |
|---|--|---|--|---|---|--|
|   | difference?  | products?   |  | diversity important?  |   |  |
| 5 | <b>Prejudice and discrimination</b><br>What is racism and stereotyping and why is it wrong?  | <b>Financial Transactions</b><br>What are different financial transactions and how do we make them? |  | <b>What are radicalism and extremism</b><br>What is online radicalisation and how does it challenge our values? | <b>Healthy Living</b><br>What are the benefits of exercise and keeping active?                  | <b>FGM</b><br>What is this and why is it so dangerous? |
| 6 | <b>Social media</b><br>How can we enjoy social media but keep our accounts safe and private? |   |  |   | <b>Energy drinks</b><br>What's the big deal about energy drinks?                                |  |
| 7 | <b>Ethical shopping</b><br>Where do the things we buy come from?                             |   |  |   | <b>Smoking</b><br>Why is smoking so bad for us and why do we need to avoid second hand smoking? |  |
| 8 | <b>Being a resilient student</b><br>How can we be resilient and face challenges?             |   |  |   | <b>Drugs</b><br>What are drugs? Why are they dangerous?<br>(class A, B & C)                     |  |

What will our pupils learn in PSHE this year? One 40 minute lesson per week.

**YEAR 8**

|          | Autumn<br>Term 1   | Autumn<br>Term 2  | Spring<br>Term 3  | Spring<br>Term 4  | Summer<br>Term 5  | Summer<br>Term 6  |
|----------|--|---|---|---|---|---|
|          | <b>Romantic Relationships &amp; Conflict</b>                               | <b>Relationships: Prejudice, Values, Extremism &amp; Cults</b>  | <b>Living In The Wider World: Careers &amp; Finance</b>                       | <b>Health &amp; Wellbeing: My Goals, Behaviour &amp; Emotions</b>                                   | <b>Health &amp; Wellbeing: Looking After Our Health</b>   | <b>Living In The Wider World: Discrimination, Prejudice &amp; Challenges</b>  |
| <b>1</b> | <b>Consent</b><br>What is consent and why is it important we know about it | <b>British Values: Tolerance</b><br>How can British Values teach us tolerance and respect for others? | <b>Spending</b><br>What are credit and debit cards?                           | <b>Self-confidence &amp; goals</b><br>How can self-confidence boost our achievement?                | <b>Vaping, nicotine &amp; addiction</b><br>What is vaping and is this as bad as smoking?              | <b>Stereotyping, discrimination &amp; prejudice: Disability</b><br>What is the Equality Act and how can it help challenge discrimination?     |
| <b>2</b> | <b>Contraception</b><br>How babies made and what is contraception?         | <b>Radical groups</b><br>Who are the extremist groups and why are they so dangerous?                  | <b>Income</b><br>What is tax and national insurance? How do we read payslips? | <b>Personal development &amp; target setting</b><br>How can I improve my skills and behaviour?      | <b>Cancer awareness</b><br>What is cancer?  | <b>Discrimination &amp; prejudice: LGBTQ+</b><br>What is homophobia and how are the LGBTQ+ community discriminated against around the world?  |
| <b>3</b> | <b>Pornography</b><br>What is pornography and why can it be dangerous?     | <b>Extremism</b><br>Where does it come from?  | <b>Public Spending</b><br>Why do we pay tax and how is it spent?              | <b>Achieving goals &amp; targets</b><br>How can I manage my behaviour to achieve targets and goals? | <b>Personal safety &amp; first aid</b><br>How can we look after ourselves and others in an emergency? | <b>Stereotyping &amp; discrimination: Teenagers</b><br>How are teenagers portrayed in the media and what affect does it have on young people? |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 4 | <b>Sexting &amp; sharing images</b><br>What is sexting and why is it so risky to send personal images? | <b>Cults</b><br>How do religious extremists attract converts?  | <b>Budgeting and saving</b><br>How do you make sure you have enough money? | <b>Emotional literacy: Self awareness</b><br>Why is self-awareness in our actions towards others so important? | <b>Personal safety &amp; first aid</b><br>How can we look after ourselves and others in an emergency?    | <b>Internet Safety</b><br>What is online grooming and why must we be so careful?                       |
| 5 | <b>Male body image</b><br>How does the media affect male body image?                                   | <b>Extremism</b><br>Islamophobia – do Muslims really want Sharia Law in Britain?                                       | <b>Career skills</b><br>How can we become entrepreneurs?                   | <b>Emotional literacy: Self awareness</b><br>Why is self-awareness in our actions towards others so important? | <b>Teenage pregnancy</b><br>Why do teenage parents have it so tough? How we can avoid teenage pregnancy? | <b>Our environment (1 of 2 lessons)</b><br>How can we care for our environment and why is it changing? |
| 6 | <b>Domestic conflict</b><br>Why do people run away from home and why is it so dangerous?               | <b>Radicalisation</b><br>How can we prevent radicalisation and recognise the signs of extremism?                       | <b>Career skills</b><br>How can we develop our teamwork skills?            | <b>Mindfulness</b><br>What is mindfulness? How can it promote positive mental health?                          |  | <b>Our environment (2 of 2 lessons)</b><br>How can we care for our environment and why is it changing? |
| 7 |  | <b>Discrimination &amp; prejudice against religion</b><br>What is the difference between discrimination and prejudice? | <b>Career skills</b><br>How can we develop our communication skills?       |  |  |  |

What will our pupils learn in PSHE this year? One 40 minute lesson per week.

**YEAR 9**

|          | <b>Autumn<br/>Term 1</b>  | <b>Autumn<br/>Term 2</b>   | <b>Spring<br/>Term 3</b>  | <b>Spring<br/>Term 4</b>   | <b>Summer<br/>Term 5</b>   | <b>Summer<br/>Term 6</b>  |
|----------|---|--|---|--|--|---|
|          | <b>Healthy Relationships with Others &amp; Ourselves</b>  | <b>Health &amp; Wellbeing: Our Health &amp; Personal Safety</b>  | <b>Health &amp; Wellbeing: Achieving With Good Mental Health</b>                          | <b>Living In The wider World: Careers &amp; Enterprise</b>   | <b>Living In The Wider World : Careers &amp; Finance</b>   | <b>Living In The Wider World: Rights &amp; Responsibilities</b>   |
| <b>1</b> | <b>Eating disorders</b><br>Body image and the media- focus on girls   | <b>Alcohol awareness</b><br>What are the short and long-term consequences of excess alcohol drinking?    | <b>Behaviour to succeed</b><br>Why do we need to keep to rules in order to succeed?       | <b>Self-discipline and goals</b><br>How can we be self-disciplined to achieve our aims at school and in the wider world? | <b>Debt</b><br>How can I stay financially savvy and avoid debt?  | <b>Human rights: UNICEF</b><br>How do charities like UNICEF help across the world?  |
| <b>2</b> | <b>Body image and the media</b><br>Does the media contribute to eating disorders?   | <b>Drugs &amp; the law</b><br>Why do people take illegal drugs and what does the law say about drug use? | <b>Human rights</b><br>Why can't some people access education?                            | <b>Workplace skills</b><br>What other skills do we need to develop for the work environment?                             | <b>Accounts, savings loans &amp; financial institutions</b><br>How can I successfully manage my money? | <b>Human rights: Human trafficking</b><br>What is modern day slavery? How can extreme views lead to human rights abuses and atrocities? |
| <b>3</b> | <b>Child sexual exploitation</b><br>How are children and young people lured into dangerous relationships and what do these look like? | <b>Responsible health choices (1 of 2 lessons)</b><br>Blood donation, stem cells, vaccinations           | <b>Interpersonal skills</b><br>How can I develop interpersonal skills to help me succeed? | <b>Enterprise</b><br>What does it mean to be 'enterprising' and what is an enterprising personality?                     | <b>Consumers &amp; the law</b><br>What rights do we have as shoppers and consumers?                    | <b>Human rights: Foreign Aid</b><br>Should we sent aid to foreign countries – is aid the answer?  |

|   |  |  |  |   |  |  |
|---|--|--|--|---|--|--|
| 4 | <b>Healthy &amp; unhealthy relationships</b><br>What are domestic violence and abusive relationships?                      | <b>Responsible health choices</b><br><b>(2 of 2 lessons)</b><br>Blood donation, stem cells, vaccinations | <b>Discrimination &amp; equality act 2010</b><br>How are we protected from prejudice and discrimination? | <b>Business &amp; entrepreneurs</b><br>What can we learn from successful business people and entrepreneurs? | <b>Employability Skills</b><br>Preparing for and applying to the world of work and careers | <b>Sustainability</b><br>What is sustainability and why is this essential to our environment?                                  |
| 5 | <b>Peer pressure</b><br>What is peer-pressure – why is it so powerful and how can we overcome this?                        | <b>Acid attacks</b><br>Why are acid attacks on the increase and what can we do if we witness one?        | <b>Growth mindset</b><br>How can we foster a growth mindset to succeed and achieve?                      |   |  | <b>British law</b><br>How does the law deal with young offenders?  |
| 6 | <b>British Communities</b><br>Why are British communities so diverse?<br><br>Immigration and diversity focus.              | <b>Self-harming</b><br>What is self-harm and why do people do this?                                      | <b>Coping with stress</b><br>How can we manage the stress of school and exams?                           |   |  | <b>Knife crime</b><br>How does knife crime impact on our communities? Why do teens get involved and what are the consequences? |
| 7 | <b>British values: Identity</b><br>Can we respect and celebrate British values and the religion and culture of our choice? |  | <b>Managing anxiety</b><br>How can I deal with and manage anxiety?                                       |   |  |  |
| 8 | <b>Diversity: LGBTQ++</b><br>Who are the LGBTQ++ community and what would they like us to know?                            |  | <b>Selfie safety</b><br>Why do people become selfie obsessed and what consequences can this have?        |   |  |  |

## Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>   |

## RSE, PHSE and RE – Key stage 4

In years 10 and 11, students will be taught a combination of RE, PHSE and RSE as content within the Award of Personal and Social effectiveness, a 2 year ASDAN qualification. Key stage students have 80 lessons a year as well as specific whole school days.

### Appendix 2: By the end of secondary school pupils should know

| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Families  | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>  |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul> |

| TOPIC            | PUPILS SHOULD KNOW   |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul> |
| Being safe       | <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• 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)</li> </ul>   |

| TOPIC  | PUPILS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |