



# Relationships and Sex Education Policy

## Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors. For further information, please see our Equalities Policy.

### Document Management

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Responsible for:	Director of Primary/Secondary

## **Contents**

1. Scope
2. Aims
3. Statutory requirements
4. Policy development
5. Definition
6. Curriculum
7. Delivery of RSE
5. Pupils with Special Education Needs and Disabilities (SEND)
9. Equality
10. Roles and responsibilities
11. Parents' right to withdraw
12. Assessment and Monitoring

**Appendix 1: Curriculum map**

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

**Appendix 3: By the end of secondary school pupils should know**

**Appendix 4: Parent form: withdrawal from sex education within RSE**

## 1. Scope

This policy applies to all schools within Swale Academies Trust.

## 2. Aims

The aims of relationships and sex education (RSE) within our Trust 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
- Support character development to prepare young people for the future

## 3. Statutory requirements

At our **primary** schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At our **primary** schools we teach RSE as set out in this policy.

At our **secondary** academy schools we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At our **secondary** schools we teach RSE as set out in this policy.

## 4. 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 cross-Trust 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 share their views and thoughts about the policy. Schools are expected to continue consultative conversations with parents about the RSE curriculum, at least annually.
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE. We continually

seek the views of our pupils as we refine and develop the RSE curriculum

5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified

## 5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

## 6. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental 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.

**Primary** sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) · How a baby is conceived and born

RSE within our **primary** schools extends beyond what is covered within the national curriculum expectations for science.

**Secondary** sex education will focus on:

- Intimate sexual relationships and sexual health
- Online media including risky behaviours

For more information about our curriculum, see our curriculum map in Appendix 1.

## 7. Delivery of RSE

Across our Trust schools, RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms. We help our children to reflect sensitively that some may have a different structure of support around them. Providing opportunities to build their character.

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In our **primary** schools 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

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) · How a baby is conceived and born

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

In our **secondary** schools, 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.

## **8. Pupils with Special Education Needs and Disabilities (SEND)**

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

## **9. Equality**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

## 10. Roles and responsibilities

### 10.1 The Governing Body

Local Governing Bodies will monitor the ongoing implementation of this policy.

### 10.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently in schools across the Trust, and for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSE (see section 8).

### 10.3 Staff

All staff in all schools across the Trust 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 as outlined in this Trust policy. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher of their school.

### 10.4 Pupils

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

## 11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

In our Trust **primary** schools parents have the right to withdraw their children from the non-statutory components of sex education within RSE as outlined below and in appendix 1.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum).
- How a baby is conceived and born.

In our Trust **secondary** schools 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 of the school.

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.

## **12. Assessment and Monitoring**

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party annually. At every review, the policy will be approved by local governing bodies.

## Appendix 1: Curriculum map

### Key Stage 3

Year 7	
Term 1	<p>Celebrating Diversity and Equality</p> <ul style="list-style-type: none"><li>- Prejudice and Discrimination</li><li>- Challenging stereotypes</li><li>- Coercive control</li><li>- Modern Day Slavery</li><li>- County Lines</li></ul>
Term 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"><li>- Introduction to puberty</li><li>- Puberty – female specific</li><li>- Puberty – male specific</li><li>- Personal Hygiene</li><li>- Growing up</li><li>- Assertiveness, consent and hormones</li><li>- Self-esteem and empowerment</li></ul>
Term 3	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"><li>- Consent and boundaries</li><li>- What does it mean to be a man in 2020?</li><li>- Managing Friendships &amp; Relationships</li><li>- What Makes a good Friend</li><li>- Respect and Relationships</li><li>- Being positive + Self Esteem</li></ul>
Term 4	<p>Rights, Responsibilities &amp; British Values</p> <ul style="list-style-type: none"><li>- Politics + Parliament 1 (Why is politics important)</li><li>- How is the country run</li><li>- Setting up a Party</li><li>- Campaigning</li><li>- Big debates</li><li>- Exploring parliament</li></ul>
Term 5	<p>Life Beyond School</p> <ul style="list-style-type: none"><li>- Importance of sleep and relaxation</li><li>- Getting to know people</li></ul>



	<ul style="list-style-type: none"> <li>- Transition points in your life</li> <li>- Careers and your future</li> <li>- Financial education</li> <li>- What is your community</li> </ul>
Term 6	<p>Staying Safe Online and Offline</p> <ul style="list-style-type: none"> <li>- Why not to join a gang</li> <li>- Staying safe online – social networks</li> <li>- Fortnite and safety in gaming</li> <li>- Drugs – alcohol</li> <li>- Drugs – nicotine</li> <li>- Drugs – Energy drinks and caffeine</li> <li>- Why not to carry a knife</li> </ul>
<b>Year 8</b>	
Term 1	<p>Celebrating Diversity and Equality</p> <ul style="list-style-type: none"> <li>- Prejudice and Discrimination</li> <li>- Challenging stereotypes</li> <li>- Coercive control</li> <li>- Modern Day Slavery</li> <li>- County Lines</li> </ul>
Term 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- Health and wellbeing</li> <li>- Child abuse</li> <li>- Types of bullying and responding to bullying</li> <li>- Mental health</li> <li>- Positive body image</li> <li>- Healthy eating</li> <li>- Stress</li> </ul>
Term 3	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> <li>- Sexual Orientation</li> <li>- What is Gender Identity</li> <li>- What is RSE</li> <li>- Dealing with conflict</li> <li>- Healthy respectful relationships</li> <li>- What is love?</li> </ul>
Term 4	<p>Rights, Responsibilities &amp; British Values</p> <ul style="list-style-type: none"> <li>- Making decisions</li> </ul>

	<ul style="list-style-type: none"> <li>- Criminal, Laws and Society</li> <li>- How are laws made in society</li> <li>- Prison, Reform and Punishment</li> </ul>
Term 5	<p>Life Beyond School</p> <ul style="list-style-type: none"> <li>- What are enterprise Skills</li> <li>- Proud to be me</li> <li>- Careers interests and Jobs</li> <li>- Boosting Self Esteem</li> <li>- Labour Market Information</li> <li>- Exploring Careers.</li> </ul>
Term 6	<p>Staying Safe Online and Offline</p> <ul style="list-style-type: none"> <li>- County Lines - What is it (Gang Culture)</li> <li>- County Lines - Who is at risk</li> <li>- Substance Misuse</li> <li>- Grooming (Boys &amp; Girls)</li> <li>- Drugs - Alcohol and Society</li> <li>- Cyber Bullying and online safety</li> <li>- CEOP Lesson</li> </ul>
<b>Year 9</b>	
Term 1	<p>Celebrating Diversity and Equality</p> <ul style="list-style-type: none"> <li>- Equality</li> <li>- Respect</li> <li>- Coercive control</li> <li>- Modern Day Slavery</li> <li>- County Lines</li> </ul>
Term 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- Body confidence - males</li> <li>- Body confidence – females</li> <li>- Bullying in all its forms</li> <li>- Dealing with grief and loss</li> <li>- Media and air brushing</li> <li>- Self esteem</li> <li>- Cancer prevention and healthy lifestyles</li> </ul>
Term 3	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> <li>- Treating STI's</li> <li>- Contraception facts</li> </ul>

	<ul style="list-style-type: none"> <li>- Contraception</li> <li>- Sexual harassment and stalking</li> <li>- HIV and AIDS</li> </ul>
Term 4	<p>Rights, Responsibilities &amp; British Values</p> <ul style="list-style-type: none"> <li>- Conspiracy &amp; Fake News</li> <li>- Extremism in all its forms</li> <li>- Terrorism (Far Right &amp; Islamist)</li> <li>- What are British Values</li> <li>- The Radicalisation Process</li> <li>- How does Counter Terrorism Work?</li> </ul>
Term 5	<p>Life Beyond School</p> <ul style="list-style-type: none"> <li>- Failure to Success</li> <li>- Social Media and Online Stress FOMO</li> <li>- First Aid - How to Administer CPR (Defibrillators)</li> <li>- Importance of Happiness - Improving Mental Health)</li> <li>- Anger Management</li> <li>- Employment &amp; Financial Management</li> </ul>
Term 6	<p>Staying Safe Online and Offline</p> <ul style="list-style-type: none"> <li>- Introduction to Drugs Education</li> <li>- Drugs - Cannabis Products</li> <li>- Drugs and their Classifications</li> <li>- Drugs - Illegal Drugs (Party Drugs)</li> <li>- Drugs Illegal - (Class A and B)</li> <li>- Volatile Substance Abuse</li> <li>- Different Types of Addictions</li> </ul>

#### **Key Stage 4 – Personal Development Overview**

Year 10	
Term 1	<p>Celebrating Diversity and Equality</p> <ul style="list-style-type: none"> <li>- Introduction to puberty</li> <li>- Equality: what does it mean to me in the UK?</li> <li>- Equality in the workplace</li> <li>- Respect</li> <li>- Extremism</li> <li>- Coercive control</li> <li>- Modern Day slavery</li> </ul>

	<ul style="list-style-type: none"> <li>- County lines</li> </ul>
Term 2	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> <li>- FGM</li> <li>- Sexing 'Nudes and Dick Picks'</li> <li>- Online Pornography (Myths Vs Reality)</li> <li>- Domestic Abuse and Domestic Violence</li> <li>- Sexualisation of the media</li> <li>- Unhealthy Relationships, Sexual Assault and Rape</li> <li>- Porn and its impact on Society</li> </ul>
Term 3	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- Child Sexual Abuse (CSE)</li> <li>- Screen Time &amp; Safe use of Mobile Phone</li> <li>- Suicide (Thought and Feelings)</li> <li>- Self-Harm (causes and Support available)</li> <li>- Common Types of Mental Ill Health (Anxiety, Stress and Depression)</li> <li>- Promoting Emotional Well being (Exercise and Mental Wellbeing)</li> </ul>
Term 4	<p>Rights, Responsibilities &amp; British Values</p> <ul style="list-style-type: none"> <li>- Critical thinking &amp; Fake News</li> <li>- LGBT + British Values</li> <li>- What is a cult</li> <li>- Exploring British Values</li> <li>- Human Rights and their Importance</li> <li>- Balancing Human Rights</li> </ul>
Term 5	<p>Staying Safe Online and Offline</p> <ul style="list-style-type: none"> <li>- Honour Based Violence</li> <li>- Forced Marriage, Breast Ironing and Flattening</li> <li>- Online gambling (Games in App Purchases)</li> <li>- Social Media Validation</li> <li>- Keeping your data safe (social Networks)</li> <li>- Causes of knife crime</li> </ul>
Term 6	<p>Lift Beyond School</p> <ul style="list-style-type: none"> <li>- Instagram Generation (it's OK to feel down)</li> <li>- FC – Targeted Advertising – Online</li> <li>- Marriage – What is it? (Forced Marriage)</li> <li>- Consumer Protection &amp; Rights</li> <li>- Employer Rights</li> </ul>

	<ul style="list-style-type: none"> <li>- Understanding A Payslip</li> </ul>
<b>Year 11</b>	
Term 1	<p>Celebrating Diversity and Equality</p> <ul style="list-style-type: none"> <li>- Introduction to puberty</li> <li>- Equality: what does it mean to me in the UK?</li> <li>- Equality in the workplace</li> <li>- Respect</li> <li>- Extremism</li> <li>- Coercive control</li> <li>- Modern Day slavery</li> <li>- County lines</li> </ul>
Term 2	<p>RSE</p> <ul style="list-style-type: none"> <li>- Child on Child abuse</li> <li>- Fertility – What impacts it?</li> <li>- Alcohol, Parties and Bad Choices</li> <li>- Importance of Sexual Health</li> <li>- Revisiting Contraception</li> <li>- Respect, Love and Relationships</li> <li>- Revisiting STI's</li> </ul>
Term 3	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- Physical Health – Cancer (Testicular)</li> <li>- Physical Health – Cancer (Cervical and Breast)</li> <li>- Organ donation and Blood Donation</li> <li>- Teenage Pregnancy – Choices</li> <li>- Abortion (Laws, Moral, Thoughts and Feelings)</li> <li>- Love and Abuse</li> </ul>
Term 4	<p>Lift Beyond School</p> <ul style="list-style-type: none"> <li>- Time Management – Technology</li> <li>- LGBT (Rights across the World)</li> <li>- Dealing with Exam Stress &amp; Anxiety</li> <li>- Social Media Validation Vs Reality</li> <li>- Writing and Personal Statement</li> <li>- CV Writing</li> </ul>
Term 5	<p>Staying Safe Online and Offline</p> <ul style="list-style-type: none"> <li>- Virtual Reality + Live Streaming + Gaming Online</li> <li>- Drugs – Substances Addiction</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Drugs – New Psychoactive Substances (Old Legal Highs)</li><li>- Drugs – Festivals and Nitrous Oxide</li><li>- Drugs and the War on Drugs</li><li>- Cosmetic and Aesthetic Procedures</li></ul> |
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## Key Stage 5 – Personal Development Overview

Year 12	
Term 1	<p>Religion</p> <ul style="list-style-type: none"> <li>- Judaism Project</li> <li>- Islam Project</li> <li>- Hinduism Project</li> <li>- Christianity Project</li> <li>- Sikhism Project</li> <li>- Buddhism Project</li> <li>- Anti-Semitism Project</li> </ul>
Term 2	<p>Personal Finance</p> <ul style="list-style-type: none"> <li>- Taxes and the UK</li> <li>- Bank, Building Societies and Money</li> <li>- Types of Employment P45 and P60</li> <li>- Different Types of Debt</li> <li>- Income and State Benefits</li> <li>- Role of Trade Unions and Employment Rights</li> <li>- Types of Insurance and Assurance</li> </ul>
Term 3	<p>Health, Safety and Diversity</p> <ul style="list-style-type: none"> <li>- Diversity and Equality in the UK</li> <li>- Toxic Masculinity and Men</li> <li>- Knife Crime and Society</li> <li>- Managing my Anger and Frustration</li> <li>- How is Cancer diagnosed</li> <li>- Medical Ethics and Blood Donations</li> </ul>
Term 4	<p>Post 16 Careers</p> <ul style="list-style-type: none"> <li>- Post 16 Options Explored</li> <li>- Planning for the Future</li> <li>- Personal Branding</li> <li>- Writing a Personal Statement</li> <li>- CV Writing</li> <li>- Application Form Uncovered</li> <li>- Interview preparation</li> </ul>
Term 5	<p>Drugs and Risk Education</p> <ul style="list-style-type: none"> <li>- Alcohol Safety</li> <li>- Substance Misuse</li> </ul>

	<ul style="list-style-type: none"> <li>- Druga and Their Effects</li> <li>- Drug Classifications</li> <li>- LSD Explained</li> <li>- MDMA and Ecstasy Explored</li> </ul>
Term 6	<p>Positive Wellbeing</p> <ul style="list-style-type: none"> <li>- Dealing with Depression</li> <li>- Stress and Exam Performance</li> <li>- Dealing with Anxiety</li> <li>- Fears, Phobias and Anxiety</li> <li>- Sleep Hygiene and Mental Wellbeing</li> <li>- Resilience and Growing Up</li> </ul>
<b>Year 13</b>	
Term 1	<p>Religion</p> <ul style="list-style-type: none"> <li>- Genetic Engineering</li> <li>- Religion and Cohesion</li> <li>- Conflict Management</li> <li>- Women and Prejudice</li> <li>- Privilege</li> <li>- Religion, Transplants and Transfusions</li> <li>- Anti-Semitism</li> </ul>
Term 2	<p>Personal Finance</p> <ul style="list-style-type: none"> <li>- Payment methods used in the UK</li> <li>- Managing a Household Budget Game</li> <li>- Borrowing Money and the Risks</li> <li>- Value for Money and Making More Of it</li> <li>- Going Abroad and Understanding Foreign Currency</li> <li>- Inflation and Our Pockets</li> <li>- Calculating Foreign Exchange Rates</li> </ul>
Term 3	<p>RSE</p> <ul style="list-style-type: none"> <li>- Porn and Impact on Society</li> <li>- Fertility and What Impacts It</li> <li>- Respect and Relationships</li> <li>- Importance of Sexual Health</li> <li>- Revisiting Contraception</li> <li>- Revisiting STI's</li> </ul>
Term 4	<p>Emotional Wellbeing</p>



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|  | <ul style="list-style-type: none"><li>- Causes of Mental Health</li><li>- Looking After Yourself First</li><li>- Importance of Physical Health and Exercise</li><li>- Improving Body Image and Exploring appearance Ideals</li><li>- Stress and Life Events, Exercise and Sleep</li><li>- Striking Balance in Life</li></ul> |
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**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</li> </ul>

<p>Caring friendships</p>	<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>
<p>Respectful relationships</p>	<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> </ul>

	<ul style="list-style-type: none"> <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>
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**Appendix 3: By the end of secondary school pupils should know**

Families	<ul style="list-style-type: none"><li>· That there are different types of committed, stable relationships · 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>
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<p>Respectful relationships, including friendships</p>	<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 · 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>
<p>Online and media</p>	<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> </ul>

	<ul style="list-style-type: none"> <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 · 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>



<p>Intimate and sexual relationships, including sexual health</p>	<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 · 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 · How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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**Appendix 4: Parent form: withdrawal from sex education within RSE**

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

Parent signature	

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.