

# Relationships and Sex Education (RSE) Policy

## 1. Aims

The aims of relationship and sex education (RSE) within the Wellsway Multi Academy Trust (WMAT) are to:

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

## 2. Statutory requirements

As a secondary academy school 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 Sir Bernard Lovell Academy we teach RSE as set out in this policy.

## 3. Policy development

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

1. WMAT Policy – The WMAT Executive Leader for Safeguarding and a WMAT primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all WMAT schools to adapt to the school context was then created.
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 give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils/students, 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 A 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.

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

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, online safety aspects are delivered as part of the ICT curriculum, some physical health aspects are taught in PE, and other aspects are included in religious education (RE).

For more information about our RSE curriculum, see Appendices A and B.

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 A and B.

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, LGBT 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 Governance**

Approval of this policy is the responsibility of the Multi-Academy Trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

### **7.2 Principal**

The Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

### **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/students
- Responding appropriately to pupil/students whose parents/carers 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 Principal.

### **7.4 Pupils/Students**

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

## **8. Parents/Carers' rights to withdraw**

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 Principal.

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 ongoing professional development.

The Principal 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 Mr G Lyle, Safeguarding Lead, through:

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

## Appendix A – Relationships and sex education curriculum map and wider PSHE curriculum

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	1	<p>Transition</p> <ul style="list-style-type: none"> <li>• The canteen, home study</li> <li>• ‘Who will I be?’ and making a plan</li> <li>• Enrichment activities</li> <li>• The importance of sleep and breakfast</li> <li>• Making new friends and being a good friend</li> <li>• Safer social networking</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Laws, parliament and political parties, challenging extremist views</li> <li>• Free speech</li> <li>• Remembrance and the World Wars</li> </ul>
	2	<p>Families</p> <ul style="list-style-type: none"> <li>• Different types of family units</li> <li>• Marriage (including same-sex marriage)</li> <li>• The roles and responsibilities of parenting</li> <li>• Different types of relationships and their effect on happiness</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	3	<p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <li>• What is a healthy relationship? What is an unhealthy relationship?</li> <li>• Privacy/private parts (PANTS rules)</li> <li>• What is consent?</li> </ul> <p>Online Safety</p> <ul style="list-style-type: none"> <li>• Be careful what you share and ‘think before you post’</li> <li>• Digital footprint</li> <li>• Sexting</li> <li>• Passwords</li> <li>• Grooming (be careful who you chat to online)</li> <li>• Keep your device safe</li> <li>• Cyber-bullying</li> <li>• Harmful content</li> <li>• The risks associated with some apps</li> <li>• How to report concerns</li> <li>• The psychology of ‘likes’ and associated risks</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	4	<p>Changing Adolescent Body</p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• The changing adolescent body (hormones, greasy hair, body odour, spots and acne, growing pains, hair)</li> <li>• Changes to private parts</li> <li>• Mood swings</li> <li>• Menstrual wellbeing</li> <li>• The main changes in the male and female body</li> </ul> <p>Money and Finance</p> <ul style="list-style-type: none"> <li>• Budgeting</li> </ul>
	5	<p>Drug and Alcohol Awareness</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs</li> <li>• Drugs and the law</li> <li>• Alcohol</li> <li>• Addiction</li> <li>• The risks of smoking and 'how to quit'</li> </ul>
	6	<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> <li>• The positives of physical activity</li> <li>• Combating stress</li> <li>• What is a healthy lifestyle? (Weight, active)</li> <li>• Risks of a poor diet (health risks including tooth decay and cancer)</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
8	1	<p data-bbox="734 280 831 304">Families</p> <ul data-bbox="786 323 1491 644" style="list-style-type: none"> <li data-bbox="786 323 1155 347">• Different types of family units</li> <li data-bbox="786 365 1263 389">• Marriage (including same-sex marriage)</li> <li data-bbox="786 406 1285 430">• The roles and responsibilities of parenting</li> <li data-bbox="786 448 1491 472">• Different types of relationships and their effect on happiness</li> <li data-bbox="786 489 1088 513">• How can families work?</li> <li data-bbox="786 531 1066 555">• The rights of the child</li> <li data-bbox="786 572 1066 596">• Rights within a family</li> <li data-bbox="786 614 1480 638">• Family relationships (trust, support, challenges, boundaries)</li> </ul> <p data-bbox="734 657 887 681">British Values</p> <ul data-bbox="786 700 1547 810" style="list-style-type: none"> <li data-bbox="786 700 1547 724">• Laws, parliament and political parties, challenging extremist views</li> <li data-bbox="786 742 965 766">• Free speech</li> <li data-bbox="786 783 1216 807">• Remembrance and the World Wars</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	2	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Talking about our emotions</li> <li>• Happiness is being linked to being connected with others</li> <li>• Recognising the early signs of mental ill health</li> <li>• Common types of mental ill health</li> <li>• How to evaluate whether something has a positive impact on their wellbeing</li> <li>• The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> <li>• How healthy are your friendships?</li> <li>• What kind of friend are you?</li> <li>• Consent</li> <li>• Challenging expectations of intimate relationships</li> <li>• What support is there?</li> </ul>
	3	<p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <li>• All about healthy relationships</li> <li>• Gender stereotypes</li> </ul>
	4	<p>Money and Finance</p> <ul style="list-style-type: none"> <li>• Saving</li> <li>• Borrowing</li> </ul> <p>Basic First Aid</p> <ul style="list-style-type: none"> <li>• Basic treatment for common injuries</li> <li>• Life-saving skills</li> <li>• Defibrillators</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	5	<p>Health</p> <ul style="list-style-type: none"> <li>• Personal hygiene (germs, the spread, treatment and prevention of infection, and about antibiotics)</li> <li>• Dental health and benefits of good oral hygiene</li> <li>• The facts and science relating to immunisation and vaccination</li> <li>• The importance of sufficient good quality sleep for good health</li> </ul>
	6	<p>Drug Awareness and Alcohol</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs</li> <li>• Drugs and the law</li> <li>• Alcohol</li> <li>• Addiction</li> <li>• The risks of smoking and 'how to quit'</li> <li>• Awareness of prescribed drugs and their risks</li> </ul> <p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <li>• Safer online relationships</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
9	1	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• Be careful what you share and 'think before you post'</li> <li>• Digital footprint</li> <li>• Sexting</li> <li>• Passwords</li> <li>• Grooming (be careful who you chat to online)</li> <li>• Keep your device safe</li> <li>• Cyber-bullying</li> <li>• Harmful content</li> <li>• Differences between the physical world and online world</li> <li>• Cyber bullying and trolls</li> <li>• What are the dangers to comparing ourselves to others online?</li> <li>• Why do people curate and image of themselves online?</li> <li>• The danger of relying on online friendships</li> <li>• Online gambling</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Laws, parliament and political parties, challenging extremist views</li> <li>• Free speech</li> <li>• Remembrance and the World Wars</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	2	<p>Money and Finance</p> <ul style="list-style-type: none"> <li>• Making the most of your money</li> </ul> <p>Curriculum Pathways (Year 9 Options Guidance)</p> <ul style="list-style-type: none"> <li>• What options are available?</li> <li>• What is the right pathway for me?</li> <li>• How might my decisions affect my future?</li> </ul>
	3	<p>Money and Finance</p> <ul style="list-style-type: none"> <li>• Preparing for Financial Life After School</li> </ul> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Talking about our emotions</li> <li>• Happiness is being linked to being connected with others</li> <li>• Recognising the early signs of mental ill health</li> <li>• Common types of mental ill health</li> <li>• How to evaluate whether something has a positive impact on their wellbeing</li> <li>• The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	4	<p>Families</p> <ul style="list-style-type: none"> <li>• Coping with change</li> <li>• What changes are expected at each milestone</li> <li>• Managing emotions</li> <li>• Violent behaviours (challenging domestic abuse)</li> </ul> <p>Equality</p> <ul style="list-style-type: none"> <li>• The Equality Act (2010)</li> <li>• The protected characteristics</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</li> </ul>
	5	<p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Inappropriate sexualised behaviour</li> <li>• The sharing sexual images</li> </ul>
	6	<p>Drug and Alcohol Awareness</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs</li> <li>• Drugs and the law</li> <li>• Alcohol</li> <li>• Addiction</li> <li>• The risks of smoking and 'how to quit'</li> <li>• Awareness of prescribed drugs and their risks</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
10	1	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• What does mental wellbeing mean?</li> <li>• Happiness</li> <li>• Transition into Key Stage 4</li> <li>• The effects of social media</li> <li>• What are the signs that someone is struggling?</li> <li>• How can you affect the mental health of others?</li> <li>• Where to get help</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Laws, parliament and political parties, challenging extremist views</li> <li>• Free speech</li> <li>• Remembrance and the World Wars</li> </ul>
	2	<p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <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 around pregnancy including miscarriage 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	3	<p>Religious Education</p> <ul style="list-style-type: none"> <li>• Being a citizen in 21<sup>st</sup>-century Britain</li> <li>• Religion, beliefs and practices</li> <li>• Religion in the UK (Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism)</li> <li>• Places of worship (Church, Mosque, Mandir/Temple, Synagogue, Gurdwara, Buddhist Temple)</li> <li>• Holy books (Bible, Qu'ran, Vedas, Torah/Tanach, Guru Granth Sahib, Tripitaka)</li> <li>• Festivals (Christmas and Easter, Eid ul Fitr and Eid ul Adha, Diwali, Passover and Yom Kippur, Vaisakhi, Vesak)</li> </ul>
	4	<p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <li>• 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> </ul> <p>Money and Finance</p> <ul style="list-style-type: none"> <li>• What is money? What is barter? The advantages of saving</li> <li>• UK retail banks, debit cards, credit cards, how a bank account works, overdraft</li> <li>• Debt, loans and credit score</li> <li>• Owning a home, renting and 'what is a mortgage?'</li> </ul>
	5	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• Fraud</li> <li>• Keeping your money safe</li> </ul>
	6	Post-16 Preparation
11	1	Post-16 Preparation

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	2	<p>British Values</p> <ul style="list-style-type: none"> <li>• Laws, parliament and political parties, challenging extremist views</li> <li>• Free speech</li> <li>• Remembrance and the World Wars</li> </ul> <p>Intimate Sexual Relationships Including Consent</p> <ul style="list-style-type: none"> <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>• How 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>
	3	<p>Religious Education</p> <ul style="list-style-type: none"> <li>• Being a citizen in 21<sup>st</sup>-century Britain</li> <li>• Religion, beliefs and practices</li> <li>• Religion in the UK (Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism)</li> <li>• Places of worship (Church, Mosque, Mandir/Temple, Synagogue, Gurdwara, Buddhist Temple)</li> <li>• Holy books (Bible, Qu'ran, Vedas, Torah/Tanach, Guru Granth Sahib, Tripitaka)</li> <li>• Festivals (Christmas and Easter, Eid ul Fitr and Eid ul Adha, Diwali, Passover and Yom Kippur, Vaisakhi, Vesak)</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	4	Money and Finance <ul style="list-style-type: none"> <li>• What is money? What is barter? The advantages of saving</li> <li>• UK retail banks, debit cards, credit cards, how a bank account works, overdraft</li> <li>• Debt, loans and credit score</li> <li>• Owning a home, renting and 'what is a mortgage?'</li> </ul>
	5	Formal External Examinations
	6	

## Appendix B – Department for Education RSE Guidance

*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>

TOPIC	PUPILS SHOULD KNOW
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>

*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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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 C – 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			
Any other information you would like the school to consider			
Parent signature			

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