

# West Yarner Relationship and Sex Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 1<sup>st</sup> September 2025

**Last reviewed on:** 1<sup>st</sup> September 2024

**Next review due by:** 1<sup>st</sup> September 2026

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

## 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

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014 and the Children and Social Work Act, 2017.

## 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:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was approved by the Directors

#### **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 to be age and stage appropriate and meet the needs of our pupils with a diverse range of special educational needs. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

#### **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. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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.

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.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **7. Roles and responsibilities**

### **7.1 The directors**

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teachers**

The head teachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead

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 head teacher.

### **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**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science 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 a head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head teacher can refuse a request to withdraw the pupil from sex education.

## **9. Training**

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

The school 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 the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teachers.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

MILESTONE	CONTENT	RESOURCES
M1  (PRIMARY CONTENT)	<b>Me:</b> <ul style="list-style-type: none"> <li>1a) How people can feel safe and secure</li> <li>1d) That personal happiness can be found through feeling a sense of security</li> <li>2c) How it feels good to be welcomed and cared for by others</li> <li>2d) What makes me feel good and what makes me feel bad</li> <li>3b) Words and phrases I can use to build relationships</li> <li>3c) Use please and thank you</li> <li>3d) Knowing you are important</li> <li>3h) That we like people to ask us for permission for common actions (i.e. take photo, hug etc)</li> <li>4b) Link real life respectful manners to online behaviour</li> <li>4c) How to recognise if you are feeling uncomfortable online and to report it to a trusted adult</li> <li>4d) That choosing friends online carefully can help you to feel safe</li> <li>4e) That what we put online can be shared</li> <li>5a) That people often prefer to be an arm's reach away from one another</li> <li>5b) That keeping information private is important but professionals are not always allowed to keep information secret</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me and my family:</b> <ul style="list-style-type: none"> <li>1b) How families spend time together in different ways</li> <li>1c) How different families are set up</li> <li>1f) That some family relationships break down</li> <li>3a) That all people have similarities and differences</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me, my friends and others:</b> <ul style="list-style-type: none"> <li>2a) That friends can make us feel happy and cared for</li> <li>2b) That friendships need both people to show the same good qualities</li> <li>2e) What trust is</li> <li>3f) That people can do unkind things to each other</li> <li>3g) That people can belong to groups and the group can have a collective identity</li> <li>5d) How we can be polite to people we don't know and guard ourselves against over trusting</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me and my partners:</b> <ul style="list-style-type: none"> <li>1e) That some people choose to marry and some don't; both can include lifelong commitments</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS

	5c) That our bodies belong to us and that there are different forms of touch (high five, hug, football tackle)	
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M2	<p><b>Me:</b></p> <p>1a) My safety and security can be found in different places</p> <p>3a) That we can be respected by respecting others</p> <p>3b) How body language helps to build respectful relationships</p> <p>3c) Use of someone's name while talking to them</p> <p>3d) Knowing what makes you happy about you</p> <p>3e) Notice and explain how others show respect to one another</p> <p>3h) Identify what we like people to ask us permission for in our relationships</p> <p>4a) That being online is different to real life but is also part of our reality</p> <p>4b) How it makes us feel to receive disrespectful messages online</p> <p>4c) How to avoid harmful content and to report it if it is seen</p> <p>4d) That being online can carry with it risks</p> <p>5a) That different people have different levels of physical boundary and how to find this out</p> <p>5b) That we, as well as others, can keep information private about ourselves and all people</p> <p>5d) In what way and how to communicate with someone you don't know</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me and my family:</b></p> <p>1b) How families protect and care for one another; provide food, shelter, rules and guidance.</p> <p>1c) That we should respect different family types and this can be achieved by understand that our family is different to others.</p> <p>1d) That families have different levels of stability and care</p> <p>1f) That there is help available if you feel unhappy or unsafe in your family relationships</p> <p>2d) What people can do or say to make me feel good or bad</p> <p>3g) That a stereotype is an assumption and can be used negatively</p> <p>4e) That we have no control over what others share about us online</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me, my friends and others:</b></p> <p>2a) That there are good and not so good ways to make and choose friends.</p> <p>2b) That there are different types of friendship which call on different positive qualities.</p> <p>2c) How to make others feel included and cared for in a friendship.</p> <p>2e) How to spot the difference between trusting and not trusting someone.</p> <p>3f) That bullying is planned, targeted and repeated</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me and my partners:</b></p> <p>1e) That marriage is a legal commitment</p>	NSPCC RSE TEAM (in-

	5c) That there are appropriate ways to touch and we should report any uncomfortable touch to a trusted adult	house staff) PHOTO PACKS
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M3	<p><b>Me:</b></p> <p>1a) I can talk about what makes me feel safe and secure</p> <p>1d) That working towards stability and care, in different forms, can lead to self-security</p> <p>3a) How to respect others who are different from us</p> <p>3c) Ways we can use our words and body to project manners</p> <p>3d) List and use ways that demonstrate self-respect</p> <p>3e) Identify ways you show and are shown respect to and from all people</p> <p>3e) How and why it is important to respect others</p> <p>4b) How to show respect to others online</p> <p>4c) Link the methods for staying safe online with how to stay safe in the real world</p> <p>4d) Steps to take when critically thinking about who to spend time with online</p> <p>4e) That information about us can be used negatively or positively</p> <p>5a) That when boundaries are broken the relationship is not always over</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me and my family:</b></p> <p>1b) How different families have different levels of commitment, time and contact, including ways of spending time together.</p> <p>1d) Recognise the way different families express love and care and to different levels.</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me, my friends and others:</b></p> <p>2a) That good choices in friends help us to feel happier and more secure</p> <p>2b) That good friends are there for each other in good times and bad</p> <p>2c) That a lack of including others can lead to them feeling lonely or excluded</p> <p>2d) How we can repair friendships when they don't go well</p> <p>2e) How to seek help or advice if you feel in an untrusting friendship</p> <p>3f) That bullying can happen in different places and to different extremes – it should always be reported</p> <p>3g) How others feel when a stereotype is used against them</p> <p>3h) Recognise what others want permission from us for</p> <p>4a) That we can arrange to meet real people we know and trust online</p> <p>4a) That online people can pretend to be people they are not</p> <p>5b) About what can happen if information is not kept private</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<p><b>Me and my partners:</b></p> <p>1e) That the formal nature of a marriage and how they can be entered into in different ways</p> <p>5c) About the differences between appropriate and inappropriate touch</p>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS

M4 (SECONDARY CONTENT)	<b>Me:</b> <ul style="list-style-type: none"> <li>6g) How to notice when other children are untrustworthy</li> <li>7d) Communicate clearly how you like to be treated</li> <li>7g) The way we can use words to make people feel safe; that some words and phrases are considered harassment or violent</li> <li>7h) That we are all the same in many ways and that we are all under the equality Act as a legal framework</li> <li>8a) How being online is in many ways the same as not in terms of rights and responsibilities</li> <li>8b) That once you put something online it is always online</li> <li>8c) The difference between saying something private and publishing something private online</li> <li>8d) Who to talk to about issues online</li> <li>8e) The reality of not being about to 'unsee' what you have seen</li> <li>8f) How media can present distortions of reality and this can include sexual behaviour</li> <li>8g) That some images that can be seen online are criminal offences</li> <li>8h) That data is gathered when you're online</li> <li>9a) The law regarding; sexual consent, grooming, harassment</li> <li>10b) That sex and relationships impact on wider areas of your life; emotional, physical and mental health</li> <li>10c) How lifestyle can impact on your reproductive function</li> <li>10i +j) What STI's are and how they are transmitted – myth busting</li> <li>10k) The impact drugs and alcohol have on choice making</li> <li>10l) Identifying people you trust for help</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me and my family:</b> <ul style="list-style-type: none"> <li>6c) That marriage is different to cohabiting</li> <li>6c) Why some people see marriage as important</li> <li>6g) How to judge when a family member is unsafe</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me, my friends and others:</b> <ul style="list-style-type: none"> <li>6f) The responsibilities of raising a child</li> <li>6g) How to judge when a friend or other person is unsafe</li> <li>6g) How and when to report or seek help when you feel unsafe</li> <li>7a) What a real friend is</li> <li>7b) What respect looks like in a friendship</li> <li>7c) That some people use unkindness to self-elevate and that this causes pain and suffering on both sides</li> <li>7e) What bullying is, why people do it and how to report it should you witness</li> </ul>	NSPCC RSE TEAM (in-house staff) PHOTO PACKS

	it 10d) How to stand up to peer pressure	
	<b>Me and my partners:</b> 6a) That the different types of relationship can be found in my community 6b) That happiness can be worked on within a relationship 6e) The different types of long term relationships 7f) What is means to treat someone well 9b) What consent is and how it can be offered and received 10a) What the characteristics are of healthy 1:1 relationships 10e) That intimacy can be reached without sex 10f) what contraception is and that there are many forms 10g) How to find out you or your partner is pregnant 10h) The meaning of keeping a baby, adoption, abortion and where to find help if you or your partner are pregnant 10i+j) The impact of STI's on short, mid and long-term life 10l) Identifying the level of help you need and where to get it	NSPCC RSE TEAM (in-house staff) PHOTO PACKS

M5	<b>Me:</b> 6b) That there are lots of ways for people to be happy or find happiness 6g) How to notice when adults are untrustworthy 7d) Express how we can treat others the way we want to be treated 7h) Your rights and responsibilities regarding equality 8a) How being online offers us opportunities to be responsible, mature and accountable 8b) The impact some things we put online has on others 8c) What happens to material once it is published online 8d) What can be done, with support, by yourself online 8e) The link between personal values and what you want to see online 8g) That sharing and viewing indecent images of children (and those created by children) is a criminal offence 8h) That we have some control but in someway not a lot of control over the way our data is used by others 9a) The law regarding; sexual exploitation, abuse, coercion and forced marriage 10b) That sex and relationships can have positive and negative impacts on your whole being 10c) How reproductive health extends beyond just fertility and this can be impacted by lifestyle 10k) How to notice your judgment might be effected by drugs or alcohol	NSPCC RSE TEAM (in-house staff) PHOTO PACKS
	<b>Me and my family:</b> 6c) The legal rights of those that are married 6d) What people do to project the importance of their marriage 6f) The different roles (father, mother, adoptive parent, foster parent, grandparent) in parenting	NSPCC RSE TEAM (in-house staff) PHOTO PACKS

	<p><b>Me, my friends and others:</b></p> <p>7a) How to foster; boundaries, privacy, consent and management of conflict in all types of relationship</p> <p>7b) How respect can be formed in different ways</p> <p>7c) What a stereotype is and how it causes pain and suffering for those that receive negative behaviour through prejudice</p> <p>7e) The subtleties of bullying and what bullying does to the mental health of those that receive it</p> <p>7f) What the law says about how to treat people – some behaviours are criminal</p> <p>10d) Strategies for managing sexual pressure</p>	
	<p><b>Me and my partners:</b></p> <p>6a) That different types of relationship have some elements in common</p> <p>6e) The legal stance of different types of long term relationship</p> <p>7g) The actions someone could take that are defined as sexual harassment</p> <p>8f) That we can control which role models to follow when thinking about how we treat our partners</p> <p>9b) How and when consent can be withdrawn and what is acceptable and what is not</p> <p>10a) How important it is to have: respect, consent, loyalty, trust, shared interests, sex and friendship in an intimate relationship</p> <p>10e) That sex is illegal for under 16's and you have the choice to wait longer</p> <p>10f) That different contraception choices have different efficiencies</p> <p>10g) How to manage understanding pregnancy and its impact on life</p> <p>10h) The range of impacts pregnancy has on all those involved</p>	<p>NSPCC RSE TEAM (in-house staff) PHOTO PACKS</p>

M6	<p><b>Me:</b></p> <p>6g) How to notice when sources of information are untrustworthy</p> <p>7d) Explore the difficulty in treating others well first rather than waiting to receive good treatment first</p> <p>7h) How people can be equal and unique simultaneously</p> <p>8a) Ways we can be conscious of our choices online and how these choices can affect our whole future</p> <p>8b) The impact what we put online has on our near and long term future</p> <p>8c) How to care for information that is sent to you</p> <p>8d) Positive actions you can take to protect yourself that will make issues better not worse</p> <p>8e) How what we see online can affect our future</p> <p>8g) That our choices online can lead to criminal records and prison</p> <p>8h) How data sharing is reflected in law and where it is not</p> <p>10b) That sex and reproductive health can be impacted by relationships</p> <p>10c) The difference in reproductive health between men and women</p>	<p>NSPCC RSE TEAM (in-house staff) PHOTO PACKS</p>

	<p>10k) The impact alcohol and drugs have on sexual behaviour and potentially your future</p> <p>10l) What sexual health clinics are and what they are for</p>	
	<p><b>Me and my family:</b></p> <p>6b) The different, even if few, ways happiness can be found in your family</p> <p>6c) The difference in legal rights of those that are married compared with those not</p>	<p>NSPCC RSE TEAM (in-house staff) PHOTO PACKS</p>
	<p><b>Me, my friends and others:</b></p> <p>6b) The different, even if few, ways happiness can be found in the people you meet</p> <p>6d) That marriage should be freely entered into</p> <p>6e) A comparison of the different types of long term relationship</p> <p>6f) What successful parenting requires</p> <p>7b) How respect can grow and change in a friendship</p> <p>7c) What those that are often targeted through stereotypes are aiming for from society</p> <p>7e) The responsibility of bystanders and what we can do about bullying</p> <p>7f) How to spot and what to do about relationship behaviours that are criminal</p> <p>10d) The impact on sexual pressure and not pressuring others</p>	<p>NSPCC RSE TEAM (in-house staff) PHOTO PACKS</p>
	<p><b>Me and my partners:</b></p> <p>6a) That there are different types of relationship outside of my community and across the world</p> <p>6g) How to judge when an intimate relationship is unsafe</p> <p>7g) That sexual harassment and sexual violence is always unacceptable</p> <p>8f) That pornography is a distorted view of sex and sexual relationships</p> <p>9a) The law regarding; rape, domestic abuse, honour-based violence and FGM</p> <p>9b) The consequences of a change in consent and how to behave appropriately</p> <p>10a) The impact of having and not having the characteristics of a healthy relationship</p> <p>10e) Ways to communicate sexual engagement</p> <p>10f) How to respect and understand your partner's contraception choices</p> <p>10g) Understanding the biology of miscarriage and the wide range of impacts it has</p> <p>10h) How pregnancy choices reflect values and circumstances</p> <p>10i+j) How to talk to a partner about STI's and how to protect one another</p>	<p>NSPCC RSE TEAM (in-house staff) PHOTO PACKS</p>

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

Topic	Pupils should know
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty and other family members, the importance of spending time together and sharing each other's lives</p> <p>That other children's families, either in school or in the wider world, sometimes look different from their own, but that all families have differences and know that other families are also characterised by love and care</p> <p>That stable, caring relationships are at the heart of safe and happy families, and are important for children's security</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust, kindness, generosity, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel excluded or learn skills for developing caring, kind friendships</p> <p>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and how to feel lonely or talking about it</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship continues</p> <p>About managing conflict with kindness and respect, and that violence is never right</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice</p>

Topic	Pupils should know
Respectful, kind relationships	<p>The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss wishes of different people, and why this can be complicated</p> <p>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</p> <p>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, and deal with frustration</p> <p>That they can expect to be treated with respect and the importance of respecting others, including those who are different (e.g. age, character, personality or background), or make different choices, or have different preferences or beliefs</p> <p>The practical steps they can take in a range of different contexts to improve or support their relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness. They should have opportunities to contribute to building a sense of their own identity</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and to respect other people and neglecting your own needs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (including adult) and how to get help</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge them</p>
Online safety and awareness	<p>That people sometimes behave differently online, including by pretending to be someone they are not and/or posing as someone else</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of consent when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report concerns</p> <p>That there is a minimum age for joining most social media sites which protects children from inappropriate content and media users, who may be strangers, including other children and adults</p> <p>That it's important to be cautious about sharing any information about themselves online, and how to use privacy settings to protect their information online</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks and dangers of the internet</p> <p>How information and data is shared and used online, including where pictures or words might be circulated</p> <p>Online risks, including that any material provided online might be circulated, and that once a picture or words have been shared deleting it everywhere and no control over where it ends up</p> <p>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for help if they feel worried or concerned about something they have seen or engaged with online</p>

Topic	Pupils should know
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). The boundaries in play and in negotiations about space, toys, books, resources for example</p> <p>About the concept of privacy and the implications of it for both children and adults, including that it's not always being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and</p> <p>How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe and the vocabulary and confidence needed to do so</p> <p>Where to get advice, for example from their family, school and/or other sources</p>

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty and other family members, the importance of spending time together and sharing each other's lives</p> <p>That other children's families, either in school or in the wider world, sometimes look different from their own and differences and know that other families are also characterised by love and care</p> <p>That stable, caring relationships are at the heart of safe and happy families, and are important for children's safety</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other for life</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, kindness, generosity, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel excluded</p> <p>learn skills for developing caring, kind friendships</p> <p>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and how to deal with loneliness or talking about it</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendships last</p> <p>About managing conflict with kindness and respect, and that violence is never right</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice</p>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<p>The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss wishes of different people, and why this can be complicated</p> <p>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</p> <p>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, and deal with frustration</p> <p>That they can expect to be treated with respect and the importance of respecting others, including those who are different (e.g. age, character, personality or background), or make different choices, or have different preferences or beliefs</p> <p>The practical steps they can take in a range of different contexts to improve or support their relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness. They should have opportunities to develop and building a sense of their own identity</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between helping other people and neglecting your own needs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (including adults) and how to get help</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to tell</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge them</p>
Online safety and awareness	<p>That people sometimes behave differently online, including by pretending to be someone they are not and/or using pseudonyms</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of boundaries when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to respond</p> <p>That there is a minimum age for joining most social media sites which protects children from inappropriate content and social media users, who may be strangers, including other children and adults</p> <p>That it's important to be cautious about sharing any information about themselves online, and how to use privacy settings to protect their information online</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks of meeting people never met</p> <p>How information and data is shared and used online, including where pictures or words might be circulated</p> <p>Online risks, including that any material provided online might be circulated, and that once a picture or words are shared, deleting it everywhere and no control over where it ends up</p> <p>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go if they feel worried or concerned about something they have seen or engaged with online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context), and how to set boundaries in play and in negotiations about space, toys, books, resources for example</p> <p>About the concept of privacy and the implications of it for both children and adults, including that it's not always possible to be safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe touch</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including asking for help</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</p> <p>How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe</p> <p>and the vocabulary and confidence needed to do so</p> <p>Where to get advice, for example from their family, school and/or other sources</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children</p> <p>Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have entered into a non-legally binding religious ceremony</p> <p>That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the early years of a child’s life for brain development.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are in a relationship or when they are unsure who to trust</p>
Respectful relationships, including friendships	<p>About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships and friendships. Pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlook, communication, privacy, and the management of conflict, reconciliation and ending relationships</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public and online. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</p> <p>The importance of self-esteem, independence and having a positive relationship with oneself, and how these relate to positive relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should know that everyone means to be treated with respect by others</p> <p>What tolerance requires, including the importance of tolerance of other people’s beliefs</p> <p>The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes how to behave respectfully within relationships and with strangers, including in situations of conflict</p> <p>The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders, and where to get help</p> <p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, such as hurt or frustration</p> <p>The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power. Pupils should understand that just because someone says ‘yes’ to doing something that doesn’t automatically make it ethical</p> <p>How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation, disability, and age, can cause harm and damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be aware of and challenge other forms of prejudice</p> <p>How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how those who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy power can, intentionally or without realising it, impose their preferences on others</p> <p>How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful attitudes, disempowering some people, especially women, to feel a sense of autonomy over their own body and providing a false sense of entitlement to the bodies of others</p> <p>How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by incel communities (incels) or online influencers</p>
Online safety and awareness	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online as in real life</p> <p>About online risks, including that any material they provide provides to another has the potential to be shared</p>

TOPIC	PUPILS SHOULD KNOW
	<p>difficulty of removing potentially compromising material placed online. They should also understand the different online spaces and related safety issues</p> <p>Not to provide material to others that they would not want to be distributed further and not to pass on personal information</p> <p>Pupils should understand that any material provided online might be circulated, and that once this has happened it is difficult to control where it ends up. Pupils should understand the serious risks of sending material to others, including the law of defamation</p> <p>About the characteristics of social media, including that some social media accounts are fake, and/or may pose risks to users created with AI. They should also know that social media users may say things in more extreme ways than they would in person and that some users present highly exaggerated or idealised profiles of themselves online</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves, even if consented, and even if the photo was created by that child and/or using AI). That there are potentially serious risks associated with generating these images. That sharing indecent images of people over 18 without their consent is also a crime</p> <p>How to seek support. They should also understand that they will not be in trouble for asking for help, either a friend or a professional, if of themselves has been shared</p> <p>What to do and how to report when they are concerned about material that has been circulated, including personal information, and how to manage issues online</p> <p>About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, and that can be caused by deepfakes and how to identify them</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content such as violence or use of weapons</p> <p>Where to go for advice and support about something they have seen online. Pupils should understand that online is not a true picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help</p> <p>How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive control and other forms of abusive and/or illegal behaviour and how to seek support about concerns</p> <p>That pornography, and other online content, often presents a distorted picture of people and their sexual behaviour and how people behave towards sexual partners. That this can affect people who see pornographic content accidentally or deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively impact on society</p> <p>How information and data is generated, collected, shared and used online</p> <p>That websites may share personal data about their users, and information collected on their internet use, for example to enable targeted advertising)</p> <p>That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information, and how this can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online sexual exploitation and support if they have been scammed or involved in sextortion</p> <p>That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake relationships</p> <p>That it is important to be able to critically think about new types of technology as they appear online and how to use them safely</p>
Being safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (including online) and early sexual relationships that might involve kissing or touching. That kindness and care are important to consent</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from others, including peer pressure, and how to avoid putting pressure on others</p> <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge what to believe (and how to recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community, and ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to stay safe, but this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts, doesn't feel right, and they should understand that in some situations a person might appear trustworthy but is not</p>

TOPIC	PUPILS SHOULD KNOW
	<p>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising experiencing it</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</p> <p>About concepts and laws relating to:</p> <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people, and other forms of concerning behaviour like using age-inappropriate sexual language</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse and self-harm behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck or covering someone's mouth and nose) can cause injury or death</p> <p>That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose can be a serious injury or death</p> <p>That pornography presents some activities as normal which many people do not and will never engage in, some of which are physically harmful</p> <p>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced, including information on where to report abuse and where to seek medical attention when required, for example through a GP</p>
Intimate and sexual relationships, including sexual health	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>The law about the age of consent, that they have a choice about whether to have sex, that many young people do not have sex, and that people of all ages can enjoy intimate and romantic relationships without sex</p> <p>About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given. That people might take into account prior to sexual activity, such as the law, their faith and family values. That knowing their own boundaries is more than just consent</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively</p> <p>sexual and reproductive health and wellbeing</p> <p>That some sexual behaviours can be harmful</p> <p>The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, the pill, injectables, implants, IUDs, and emergency contraception. Pupils should be given medically accurate online information about sexual and reproductive health to support contraceptive decisions</p> <p>That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information about including keeping the baby, adoption, abortion and where to get further help</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced (e.g. through condom use)</p> <p>About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP) to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and how to prevent them</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms</p> <p>How to counter misinformation, including signposting towards medically accurate information and further advice and treatment</p>

### Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of 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	