

# Relationship and Sex Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 10<sup>th</sup> September 2021

**Last reviewed on:** 14<sup>th</sup> September 2020

**Next review due by:** 10<sup>th</sup> September 2022

## 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.

## 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. 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.

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 The governing body**

The governing body 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

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.

#### **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<br><br>(PRIMARY CONTENT) | <p><b>Me:</b></p> <p>1a) How people can feel safe and secure</p> <p>1d) That personal happiness can be found through feeling a sense of security</p> <p>2c) How it feels good to be welcomed and cared for by others</p> <p>2d) What makes me feel good and what makes me feel bad</p> <p>3b) Words and phrases I can use to build relationships</p> <p>3c) Use please and thank you</p> <p>3d) Knowing you are important</p> <p>3h) That we like people to ask us for permission for common actions (i.e. take photo, hug etc)</p> <p>4b) Link real life respectful manners to online behaviour</p> <p>4c) How to recognise if you are feeling uncomfortable online and to report it to a trusted adult</p> <p>4d) That choosing friends online carefully can help you to feel safe</p> <p>4e) That what we put online can be shared</p> <p>5a) That people often prefer to be an arm’s reach away from one another</p> <p>5b) That keeping information private is important but professionals are not always allowed to keep information secret</p> | <p>NSPCC</p> <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |
|                             | <p><b>Me and my family:</b></p> <p>1b) How families spend time together in different ways</p> <p>1c) How different families are set up</p> <p>1f) That some family relationships break down</p> <p>3a) That all people have similarities and differences</p>  | <p>NSPCC</p> <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |
|                             | <p><b>Me, my friends and others:</b></p>  | <p>NSPCC</p>   |

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|  | <p>2a) That friends can make us feel happy and cared for</p> <p>2b) That friendships need both people to show the same good qualities</p> <p>2e) What trust is</p> <p>3f) That people can do unkind things to each other</p> <p>3g) That people can belong to groups and the group can have a collective identity</p> <p>5d) How we can be polite to people we don't know and guard ourselves against over trusting</p> | <p>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p>           |
|  | <p><b>Me and my partners:</b></p> <p>1e) That some people choose to marry and some don't; both can include lifelong commitments</p> <p>5c) That our bodies belong to us and that there are different forms of touch (high five, hug, football tackle)</p>   | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |

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| <p>M2</p> | <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> | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |

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|  | <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> | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
|  | <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>  | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
|  | <p><b>Me and my partners:</b></p> <p>1e) That marriage is a legal commitment</p> <p>5c) That there are appropriate ways to touch and we should report any uncomfortable touch to a trusted adult</p>   | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |

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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>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
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| <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>   |  |
| <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>  | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
| <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> | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
| <p><b>Me and my partners:</b></p>  | <p>NSPCC</p>   |

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|  | <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> | <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |
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| <p>M4<br/>(SECONDARY CONTENT)</p> | <p><b>Me:</b></p> <p>6g) How to notice when other children are untrustworthy</p> <p>7d) Communicate clearly how you like to be treated</p> <p>7g) The way we can use words to make people feel safe; that some words and phrases are considered harassment or violent</p> <p>7h) That we are all the same in many ways and that we are all under the equality Act as a legal framework</p> <p>8a) How being online is in many ways the same as not in terms of rights and responsibilities</p> <p>8b) That once you put something online it is always online</p> <p>8c) The difference between saying something private and publishing something private online</p> <p>8d) Who to talk to about issues online</p> <p>8e) The reality of not being about to 'unsee' what you have seen</p> <p>8f) How media can present distortions of reality and this can include sexual behaviour</p> <p>8g) That some images that can be seen online are criminal offences</p> <p>8h) That data is gathered when you're online</p> <p>9a) The law regarding; sexual consent, grooming, harassment</p> <p>10b) That sex and relationships impact on wider areas of your life; emotional, physical and mental health</p> <p>10c) How lifestyle can impact on your reproductive function</p> <p>10i +j) What STI's are and how they are transmitted – myth busting</p> <p>10k) The impact drugs and alcohol have on choice making</p> <p>10l) Identifying people you trust for help</p> | <p>NSPCC</p> <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |
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|  | <p><b>Me and my family:</b></p> <p>6c) That marriage is different to cohabiting</p> <p>6c) Why some people see marriage as important</p> <p>6g) How to judge when a family member is unsafe</p>  | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
|  | <p><b>Me, my friends and others:</b></p> <p>6f) The responsibilities of raising a child</p> <p>6g) How to judge when a friend or other person is unsafe</p> <p>6g) How and when to report or seek help when you feel unsafe</p> <p>7a) What a real friend is</p> <p>7b) What respect looks like in a friendship</p> <p>7c) That some people use unkindness to self-elevate and that this causes pain and suffering on both sides</p> <p>7e) What bullying is, why people do it and how to report it should you witness it</p> <p>10d) How to stand up to peer pressure</p>   | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |
|  | <p><b>Me and my partners:</b></p> <p>6a) That the different types of relationship can be found in my community</p> <p>6b) That happiness can be worked on within a relationship</p> <p>6e) The different types of long term relationships</p> <p>7f) What is means to treat someone well</p> <p>9b) What consent is and how it can be offered and received</p> <p>10a) What the characteristics are of healthy 1:1 relationships</p> <p>10e) That intimacy can be reached without sex</p> <p>10f) what contraception is and that there are many forms</p> <p>10g) How to find out you or your partner is pregnant</p> <p>10h) The meaning of keeping a baby, adoption, abortion and where to find help if you or your partner are pregnant</p> <p>10i+j) The impact of STI's on short, mid and long-term life</p> <p>10l) Identifying the level of help you need and where to get it</p> | <p>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |

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

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|  | <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</p> <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |

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| 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>NSPCC</p> <p>RSE TEAM (in-house staff)</p> <p>PHOTO PACKS</p> |

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| <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>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<br/>RSE TEAM (in-house staff)<br/>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<br/>RSE TEAM (in-house staff)<br/>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>NSPCC<br/>RSE TEAM (in-house staff)<br/>PHOTO PACKS</p> |

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|  | <p>10f) How to respect and understand your partner's contraction 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> |  |
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Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW   |
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| Families and people who care about me | <p>1a) That families are important for children growing up because they can give love, security and stability</p> <p>1b) 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</p> <p>1c) 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</p> <p>1d) 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</p> <p>1e) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>1f) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| Caring friendships                    | <p>2a) How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>2b) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>2c) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>2d) 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</p> <p>2e) 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</p>  |

| TOPIC                    | PUPILS SHOULD KNOW   |
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| Respectful relationships | <p>3a) 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</p> <p>3b) Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>3c) The conventions of courtesy and manners</p> <p>3d) The importance of self-respect and how this links to their own happiness</p> <p>3e) 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</p> <p>3f) 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</p> <p>3g) What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>3h) The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |
| Online relationships     | <p>4a) That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>4b) 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</p> <p>4c) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>4d) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>4e) How information and data is shared and used online</p>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| Being safe | <p>5a) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>5b) 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</p> <p>5c) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>5d) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5e) How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>5f) How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>5g) How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>5h) Where to get advice e.g. family, school and/or other sources</p> |

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

| TOPIC    | PUPILS SHOULD KNOW   |
|----------|--|
| Families | <p>6a) That there are different types of committed, stable relationships</p> <p>6b) How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>6c) 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</p> <p>6d) Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>6e) The characteristics and legal status of other types of long-term relationships</p> <p>6f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>6g) 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</p> |

| TOPIC   | PUPILS SHOULD KNOW  |
|---|---|
| Respectful relationships, including friendships | <p>7a) 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</p> <p>7b) Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>7c) 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)</p> <p>7d) 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</p> <p>7e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>7f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>7g) What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>7h) 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</p> |
| Online and media                                | <p>8a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>8b) 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</p> <p>8c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>8d) What to do and where to get support to report material or manage issues online</p> <p>8e) The impact of viewing harmful content</p> <p>8f) 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</p> <p>8g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>8h) How information and data is generated, collected, shared and used online</p>   |

| TOPIC  | PUPILS SHOULD KNOW  |
|--|---|
| Being safe   | <p>9a) 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</p> <p>9b) 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)</p>   |
| Intimate and sexual relationships, including sexual health | <p>10a) 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</p> <p>10b) 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</p> <p>10c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>10d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>10e) That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>10f) The facts about the full range of contraceptive choices, efficacy and options available</p> <p>10g) The facts around pregnancy including miscarriage</p> <p>10h) 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)</p> <p>10i) 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</p> <p>10j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>10k) How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>10l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> |

**Appendix 3: Parent form: withdrawal from non-statutory/non-science components of 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 |  |
|   |  |