

Seva Education

Relationships and Sex Education Policy

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Use of external organisations and materials	6
8. Roles and responsibilities	7
9. Parents' right to withdraw	8
10. Training.....	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	9
Appendix 2: By the end of secondary school pupils should know.....	14
Appendix 3: Parent form: withdrawal from sex education within RSE	17

This policy sets out our approach to relationships and sex education (RSE) at Seva Education.

Sections have been adapted to reflect the circumstances in each school and across the different age ranges.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

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

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Seva Education we teach RSE as set out in this policy.

3. Policy development

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

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

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 RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

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, and other aspects are included in religious education (RE). As all our students have an EHCP and many are working below both academic age related expectations and socially and emotionally below their peers, teachers have to plan PSHE, including RSE, lessons that will meet the needs of students, rather than sticking rigidly to a particular year or key stage planning. Teachers will have access to the full curriculum and range of resources and from this will choose blocks of work that meet the needs of students in their class using material that is suitable for their level of knowledge and social maturity.

Key Stage 2 and 3

In order to allow teachers to plan effectively to meet the needs of their class the scheme is divided into half term blocks. The knowledge, skills and experiences in the blocks cover three core areas:

Core Area	Topics covered in this area
Health and Wellbeing	Emotional Wellbeing, Mental Wellbeing, Growing and Changing, Staying Healthy, Puberty and Reproduction, Substances, Keeping Active
Relationships	Friendships, Families, Staying Safe, Managing Change, Friendships and Staying Safe, respect and Bullying
Living in the Wider World	Economic Wellbeing, Shared Responsibilities, Communities, Careers, Personal Identity, Media Literacy

The Core Areas are then broken down into topics that are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences, however this needs to be planned to meet the needs of your class. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

At the end of the year staff need to let the next class teacher know which part of the scheme of work that they used so that the next class teacher can plan effectively to build on the experiences and learning from the previous year.

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

Key Stage 4

Our Key Stage 4 curriculum takes a competencies-based approach to secondary PSHE education. It groups competencies (including skills and attributes) under three headings: Independence and Aspirations; Autonomy and Advocacy; and Choices and Influences. Risk management and help-seeking strategies are addressed throughout PSHE education. The competencies are developed through the context of different topic areas, each with its own knowledge content. For example, 'developing agency, the ability to manage influence and access support' can be taught through the context of drugs and alcohol which would include the relevant factual knowledge.

Core Area	Topics Covered In This Area
Independence and Aspirations	Goal Setting, Organisational Skills, Self-Awareness, Self-Confidence, Self Worth Motivation, Self-Awareness, Risk Management, Analytical Skills, Decision Making
Autonomy and Advocacy	Empathy, Compassion, Communication, Respect, Values, Opinions, Assertive Communication
Choices and Influences	Strategies to Manage Influence and Decision Making, Support-Seeking Skills

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).

Across our two schools, 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.

Key Stage 5

As stated above, all of our students have an EHCP and a wide variety of needs. Some students may progress on to aspects of the key stage 5 curriculum, but other may need to work on or consolidate topics from earlier key stages. This may mean that whilst this is a Key Stage 5 scheme of work, some or possibly all of it might not be accessible to the students in a class.

To expect young people to recall information accurately, draw on skills and strategies, and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. It is therefore essential to provide a comprehensive and relevant programme of PSHE education in key stage 5. It is important to revisit and reinforce earlier learning, connecting it to contexts that are relevant to this age group.

Core Area	Topics Covered In This Area
Health and Wellbeing	Mental health and emotional wellbeing, managing stress, Body image, healthy coping strategies, responsible health choices, travel, First Aid, substance use
Living in the Wider World	Career opportunities, preparing for the world of work, Applications, career development, managing money, financial decisions, debt
Relationships	Living in a diverse society, challenging prejudice and discrimination, personal values, consent, assertive communication, new friendships, personal safety, intimacy, conflict resolution

6.1 Inclusivity

Our school and college will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our school and college will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our schools, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our schools **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of governors

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

8.2 The Executive Headteacher

The executive headteacher is responsible for ensuring that RSE is taught consistently across the school and college, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 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/carers 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 executive headteacher.

RSE will be taught by all class teachers, supported by teaching assistants in the school and college.

8.6 Pupils

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

9. Parents' right to withdraw

Parents and carers of our primary aged students do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the on-statutory/non-science components of sex education within RSE.

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

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

Parents and carers of our secondary aged students 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 the executive headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The executive headteacher will discuss the request with parents/carers and take appropriate action. Any requests will be discussed with senior leaders and decisions reported to the Governing Board.

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

10. Training

Staff are trained on the delivery in our continuing professional development calendar.

The executive headteacher or class teacher (in agreement with senior leaders) 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the executive headteacher through:

Learning walks and work scrutiny.

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

This policy will be reviewed by the executive headteacher annually. At every review, the policy will be approved by governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home
4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers: Career types; challenging career stereotypes; Enterprise project – <i>CROSS-YEAR, GROUP WITH Y7</i>	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>Personal Identity:</p> <p>What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks;</p> <p>New opportunities and responsibilities</p>	<p>Puberty and reproduction:</p> <p>Menstrual wellbeing; Managing the changes of puberty; Developing independence ; How a baby is made</p>	<p>Health and hygiene:</p> <p>Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<p>Managing change:</p> <p>Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Media literacy:</p> <p>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p>	<p>Friendships and staying safe:</p> <p>Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p>
7	<p>Economic wellbeing:</p> <p>Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p>	<p>Healthy lifestyles:</p> <p>Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Substances:</p> <p>Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions ; Influence and risks relating to substance use</p>	<p>Careers:</p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>-</p> <p><i>CROSS-YEAR, GROUP WITH Y5</i></p>	<p>Relationships:</p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p>Friendships and diversity:</p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online</p>
8	<p>Careers:</p> <p>Life and career aspirations; Personal strengths and skills for employment; Stereotypes;</p> <p>Routes into careers; Progression routes; Online presence</p>	<p>Friendships and managing influences:</p> <p>Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p>	<p>Relationships:</p> <p>Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.</p>	<p>First aid and keeping safe:</p> <p>First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Mental health and wellbeing:</p> <p>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>Moving forward:</p> <p>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Developing goal-setting, analytical skills and decision making:</p> <p>GCSE options Sources of careers advice Employability</p>	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <p>Friendship challenges</p> <p>Gangs and violent crime</p> <p>Drugs and alcohol</p> <p>Assertive communication</p>	<p>Developing empathy, compassion and strategies to access support:</p> <p>Mental health (including self-harm and eating disorders)</p> <p>Change, loss and bereavement</p> <p>Healthy coping strategies</p>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <p>Financial decisions</p> <p>Saving and borrowing</p> <p>Gambling, financial choices and debt</p>	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <p>Healthy/unhealthy relationships</p> <p>Consent</p> <p>Relationships and sex in the media</p>	<p>Developing decision making, risk management and support-seeking skills:</p> <p>Sexually transmitted infections (STIs) Contraception</p> <p>Cancer awareness</p> <p>First aid</p>
10	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> • Managing transition to key stage 4 including learning skills • Managing mental health concerns 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • First aid and life-saving <p>Personal safety</p> <ul style="list-style-type: none"> • Online relationships 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation 	<p>Developing respect for diversity, risk management and support seeking skills:</p> <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience
11	<p>Developing resilience and risk management skills:</p> <ul style="list-style-type: none"> • Money management • Fraud and cybercrime • Preparing for adult life 	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings 	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> • Making safe and healthy lifestyle choices • Health promotion and self examination • Blood, organ, stem cell donation 	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss 	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals 	Transition work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	<p>Mental health and emotional wellbeing</p> <p>Mental health and emotional wellbeing</p> <p>Managing stress</p> <p>Body image</p> <p>Healthy coping strategies</p>	<p>Readiness for work</p> <p>Career opportunities</p> <p>Preparing for the world of work</p>	<p>Diversity and inclusion</p> <p>Living in a diverse society</p> <p>Challenging prejudice and discrimination</p>	<p>Planning for the future</p> <p>Exploring future opportunities</p> <p>Post-18 options</p> <p>The impact of financial decisions</p>	<p>Respectful relationships</p> <p>Consent</p> <p>Assertive communication</p> <p>Positive relationships and recognising abuse</p> <p>Strategies for managing dangerous situations or relationships</p>	<p>Health choices and safety</p> <p>Independence and keeping safe</p> <p>Travel</p> <p>First aid</p> <p>The impact of substance use</p>
13	<p>Independence</p> <p>Responsible health choices</p> <p>Managing change</p> <p>Health and wellbeing, including sexual health, into adulthood</p>	<p>Next steps</p> <p>Application processes</p> <p>Future opportunities and career development</p> <p>Maintaining a positive professional identity</p>	<p>Intimate relationships</p> <p>Personal values, including in relation to contraception and sexual health</p> <p>Fertility</p> <p>Pregnancy</p>	<p>Financial choices</p> <p>Managing money</p> <p>Financial contracts</p> <p>Budgeting</p> <p>Saving</p> <p>Debt</p> <p>Influences on financial choices</p>	<p>Building and maintaining relationships</p> <p>New friendships and relationships, including in the workplace</p> <p>Personal safety</p> <p>Intimacy</p> <p>Conflict resolution</p> <p>Relationship changes</p>	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>