Relationships and Sex Education Policy

Responsible Staff	LC
Governors Committee Responsible	Full Governing Board
Date Approved	October 2021
Review Date	Every 3 years

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Exhall Grange Specialist School

Relationships and Sex Education Policy

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

    ➢ Provide an appropriate curriculum tailored specifically for each individual pupil

2. **Statutory Requirements**

    As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

    However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

    In teaching RSE, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

    At Exhall Grange Specialist School we teach RSE as set out in this policy.

    As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social Work Act 2017.

    In teaching RSE, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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 :-

    1. Review – The PSHE lead teachers for primary and secondary departments pulled together all relevant information including relevant national and local guidance.

2. Staff Consultation – all staff who teach PSHE and members of the SLT were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to share their thoughts about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

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, additional 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 (assessed yearly based on appropriateness for the current cohort and their needs).

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

6. **Delivery of RSE**

Primary Department :

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).

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.

Secondary Department :

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). Teachers consider their groups carefully and take into account the social development of their pupils. If a pupil is not ready to learn about the content expected in their year group, teachers will adapt the content accordingly.

7. **Roles and Responsibilities**

7.1 **The Governing Board**

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 **The Headteacher**

The Headteacher is 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.

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 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 Headteacher.

The lead teacher for PSHE in primary is Mrs N Northedge.

The lead teacher for PSHE in secondary is Mrs L Cantrill.

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**

Primary Department :

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.

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

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

Secondary Department :

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 the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

9. **Training**

Lead teachers are responsible for ensuring that staff have access to appropriate training and resources. We also work closely with the school nursing team who deliver sessions on puberty and RSE.

10. **Monitoring Arrangements**

The delivery of RSE is monitored by Mrs L Cantrill (lead teacher for PSHE for secondary) and Mrs N Northedge (lead teacher for PSHE for primary) through :-

➢ Learning walks, work scrutiny and discussions with pupils and staff
➢ Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
➢ This policy will be reviewed by Mrs L Cantrill (lead teacher for PSHE) annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum map

PSHE/SRE/SEAL/CITIZENSHIP SCHEME OF WORK

CURRICULUM OVERVIEW (2 YEAR ROLLING PROGRAMME)

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year A	PSHE/SRE/SEAL/ CITIZENSHIP TOPIC	**WE'RE ALL STARS!** Community Rights and responsibilities Getting to know each other Working together	**BE FRIENDLY, BE WISE!** Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors	**LIVING LONG, LIVING STRONG** Body parts, change and hygiene Healthy eating and exercise Goal setting and motivation	**DARING TO BE DIFFERENT** Identity and self esteem Difference and diversity Peer influence and assertiveness	**DEAR DIARY** Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support	**JOINING IN & JOINING UP** Needs and responsibilities. Participation Local democracy Voluntary groups Fundraising activities
Year B	PSHE/SRE/SEAL/ CITIZENSHIP TOPIC	**IT'S OUR WORLD** The wider community and local democracy Rights and responsibilities Environmental awareness and sustainability issues	**SAY NO!** **(Drugs education)** Medicines and legal drugs Illegal drugs and risk taking behaviour Feeling safe Anti-bullying	**MONEY MATTERS** Understanding finance and money Shopping and budgeting Risk and debt Goal setting and motivation	**WHO LIKES CHOCOLATE?** Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping	**PEOPLE AROUND US** Global citizenship Different identities around the world Challenging prejudice Support networks – relationships and families	**GROWING UP** Growing up and developing Changing Relationships Managing change Preparing for transition

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	WHOLE SCHOOL FOCUS/ DATES FOR THE DIARY* (CROSS-CURRICULAR)	School and classroom rules Rewards and consequences Electing school and sports council members Black history month RNIB awareness Harvest festival	Children in need Anti-bullying week Bonfire night Remembrance day Road safety week St. Andrew's day Advent	New Year resolutions Safer internet day Day for change (Unicef) Recycling week Dance festival	Shrove Tuesday Ash Wednesday St. David's day St. Patrick's day Red nose day Mother's day World book day	999! Emergency services Water aid day St. George's day May day Father's day	Disability awareness day World environment day Film festival Sports day Transition day

*Please note the dates and events for the diary may vary slightly from year to year.

PSHE/SRE/SEAL/CITIZENSHIP SCHEME OF WORK

HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES (YEAR A)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	WE'RE ALL STARS!	**BE FRIENDLY, BE WISE!**	**LIVING LONG, LIVING STRONG**	**DARING TO BE DIFFERENT**	**DEAR DIARY**	**JOINING IN & JOINING UP**
Years 1 & 2 (KS1)	1. Devising a class charter 2. Getting to know each other 3. Problem solving 4. Looking after each other 5. Happy playtimes 6. Making choices	1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety	1. Recognising and naming body parts 2. Understanding the human life cycle 3. Keeping clean 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal	1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself	1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other	1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility – looking after animals 6. Who else looks after animals?
Years 3 & 4 (LKS2)	1. Devising a class charter. 2. Gifts and talents 3. Exploring feelings 4. Working	1. The importance of friends 2. Falling out with a friend 3. Managing anger	1. Understanding how our bodies change as we grow 2. Special people and support networks 3. Keeping clean	1. Similarities and differences 2. Feeling good about yourself 3. Surprises	1. Knowing where to go for help 2. Taking responsibility 3. Making good choices 4. Managing	1. Jobs at home and in school 2. Representation – local council 3. Voting and debating

	cooperatively 5. Happy playtimes 6. Having opinions	4. Anti-bullying 5. What to do in an emergency 6. E-safety	4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals	4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself	uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other	4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund raising
Years 5 & 6 **(UKS2)**	1. Devising a class charter. 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models	1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First aid 6. E-safety and cyber-bullying	1. Understanding the physical changes at puberty (boys) 2. Understanding the physical changes at puberty (girls) 3. Recognising different types of relationships 4. The concept of well-being 5. Being an effective learner 6. Role models	1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying	1. Knowing where to go for help 2. Managing uncomfortable feelings – embarrassment 3. Put-downs and boost-ups 4. Breaking friends 5. Forgiveness 6. Supporting each other	1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund raising

PSHE/SRE/SEAL/CITIZENSHIP SCHEME OF WORK

HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES (YEAR B)

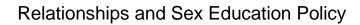|	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	IT'S OUR WORLD	**SAY NO!** (Drugs education)	**MONEY MATTERS**	**WHO LIKES CHOCOLATE?**	**PEOPLE AROUND US**	**GROWING UP**
Years 1 & 2 (KS1)	1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around school 5. Recycling 6. Pollution	1. Medicines 2. Household substances 3. Dangers of smoking 4. Dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying	1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal	1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6. Fairtrade principles	1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices – leaving home 6. People and places around the world	1. Remembering being a baby 2. What can I do now I am bigger? 3. Similarities and differences 4. Being unique 5. Making change happen 6. Changing our behaviour

Years 3 & 4 (LKS2)	1. Devising a class charter 2. Understanding rules and laws 3. Saving energy 4. Renewable energy 5. Climate change 6. Climate change – greenhouse gases	1. Risk taking 2. Legal and illegal drugs 3. Effects and risks of smoking 4. Effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying	1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund raising for charity	1. The real cost of chocolate 2. What is fair trade? 3. Consumer power 4. The media and information 5. Advertising 6. Recognising and challenging stereotypes	1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do	1. Change is normal 2. Celebrating and making key life events 3. The human life cycle 4. Wishes hopes and dreams 5. Positive change 6. Unwelcome change
Years 5 & 6 (UKS2)	1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change – greenhouse gases 5. Climate change – carbon footprint 6. Sustainability issues	1. Risk taking and dealing with pressure 2. Legal and illegal drugs 3. Say no to smoking 4. Attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying	1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty	1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news	1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Enduring friendships 6. Forgiveness	1. Body changes in puberty 2. **Where do babies come from?** (assess yearly based upon appropriateness for cohort) 3. Being a parent 4. The costs of being a parent 5. Common responses to change 6. Transition and moving on

PSHE (secondary) curriculum map from September 2021

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence

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	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Careers** Employability. Making informed decisions around the future/
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Year Post 16 Year a	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	**Drugs and alcohol**	Careers Interview skills CVs Mock interviews JED	Relationships Healthy/unhealthy relationships Consent Sexuality Gender	Contraception STIs Unplanned pregnancy	Online safety Media literacy and digital resilience Wellbeing and social media	Dealing with stress Keeping safe whilst being out and independent
Year Post 16 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Areas of Study	Healthy lifestyle Diet, exercise, cancer, first aid and accessing health care	Employment rights and responsibilities Financial choices	Mental health	Addressing extremism and radicalisation	Relationships	Bullying, abuse and discrimination

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	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	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

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	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
Online relationships	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	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

TOPIC	PUPILS SHOULD KNOW
Families	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 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
Respectful relationships, including friendships	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

TOPIC	PUPILS SHOULD KNOW
Online and media	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	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	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 3: Parent form: withdrawal from sex education within RSE

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

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