

RELATIONSHIPS AND SEX EDUCATION POLICY

Last Reviewed – November 2023

Next Review – November 2024

Review Information – Annually or following a change in legislation

Approved by Paul Spencer Ellis on behalf of

Richard White, Chair of Managing Council

This policy applies to all pupils in the school, including EYFS.

REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V6	HM	November 2023	Review with consideration for KCSiE 2023 update and review of Life Skills Curriculum	LTE/HM
V5	HM	December 2022	Review following ISA training for Primary and Secondary RSE	LTE/HM
V4	HM	September 2021	Review with consideration for KCSiE 2021 update	LTE/HM

DOCUMENTS & GUIDANCE USED IN REVIEW PROCESS

Document/Guidance	Date
KCSiE 2023	November 2023
Child Protection Policy and Procedures	December 2022
Confidentiality Issues for Pupils	December 2022
KCSiE 2022	December 2022
Relationships education, relationships and sex education and health education	April 2021
Working together to safeguard children, Dec 2020	April 2021
Sharing nudes and semi-nudes: advice for education settings working with children and young people, Dec 2020	April 2021
Sexual violence and sexual harassment between children in schools and colleges, Sept 2021	September 2021
Searching, screening and confiscation, advice for school, Jan 2018	April 2021
Relationships education, relationships and sex education (RSE) and health education: FAQs, July 2020	April 2021
Relationships, sex and health education: guide for school, June 2019	April 2021
Tom Bennett's Independent review of behaviour in schools, March 2017	April 2021
Teaching about relationships, sex and health, Sept 2020	April 2021
Review of sexual abuse in schools and colleges, June 2021	June 2021
PSHE Association advice and guidance as recommended by the DfE	September 2021

TO BE READ IN CONJUNCTION WITH:

Child Protection Policy and Procedures
Equal Opportunities and Inclusion Policy
EYFS Policy
Teaching and Learning Policy
Curriculum Policy
Life Skills Policy
SEND Policy & SEND Offer for Parents
English as an Additional Language Policy
Confidentiality for Pupils Policy

CONTENTS

1. AIMS 2

2. STATUTORY REQUIREMENTS 3

3. POLICY DEVELOPMENT..... 3

4. DEFINITION 4

5. CURRICULUM..... 4

6. DELIVERY OF RSE 5

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS 10

8. ROLES AND RESPONSIBILITIES 11

9. PARENTS' RIGHT TO WITHDRAW 12

10. TRAINING 13

11. MONITORING ARRANGEMENTS..... 13

 Appendix 1: By the end of primary school pupils should know 15

 Appendix 2: By the end of secondary school pupils should know 18

 Appendix 3: Parent form: withdrawal from sex education within RSE (KS3 and KS4) 22

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

Relationships and Sex Education is a preparation for adult life and starts in the earliest years of Polwhele House School. The curriculum covers the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Polwhele House School is committed to providing an education in personal relationships and sexuality, Relationships and Sex Education (RSE) which is consistent with the Christian ethos of the school and which promotes the spiritual, moral, cultural and physical development of all its pupils. Within a moral framework, it encourages exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at Polwhele House, children will learn key knowledge and skills to help keep them safe and prepare them for adult life. This will have a positive impact on their ability to achieve and succeed to their full potential and be an active and good citizen in the future.

Our school rules, Ready, Respectful, Safe support our teaching and learning in Life Skills and RSE. Pupils are taught to consider and understand, within the context of the community, society and their own values:

- Respect for themselves
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and the wider community.

2. STATUTORY REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the [Children and Social Work Act 2017](#) make Relationships Education compulsory for all pupils in primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. In our primary education 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 [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our 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 Polwhele House we teach RSE as set out in this policy. Whilst all the elements below are delivered as a part of this curriculum, some elements will be delivered via assemblies, in the science curriculum, in sports lessons, special school themed events and as part of the wider Life Skills curriculum. RSE teaching happens within the Life Skills timetabled lessons.

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 – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond with their comments
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 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, 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.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is called Life Skills at Polwele House. Whilst all the elements are delivered as a part of this curriculum, some elements will be delivered via assemblies, in the science curriculum, in sports lessons, RS lessons, special school themed events and as part of the wider Life Skills curriculum. RSE teaching happens within the Life Skills timetabled lessons.

EYFS – KS2: Primary RSE Curriculum

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 Primary RSE curriculum, see Appendices 1 and 2.

KS3: Secondary RSE Curriculum

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.

RSE FROM YEAR 7

RSE is not about the promotion of sexual activity but seeks to educate pupils about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity whilst developing their emotional, social and cultural awareness. It involves a combination of sharing information and exploring issues and values.

After Relationships Education in the primary years, Relationships and Sex Education starts in Year 7 and will continue through the remainder of the pupils' education at Polwhele and elsewhere. We aim to help pupils develop an understanding of how they can develop healthy, nurturing relationships of all kinds – not just intimate relationships. They should learn what a healthy relationship looks like and how to recognise a good friend, a good colleague and a successful marriage or other committed relationship. It will also cover contraception, developing intimate relationships, consent and resisting and not applying pressure to have sex. It will teach what is acceptable and unacceptable behaviour in a relationship. This will help pupils as they build relationships, to consider the positive effects of a good relationship on mental wellbeing as well as to identify when a relationship is not right and understand how they can manage in such a situation.

For Primary and Secondary education these areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

6. DELIVERY OF RSE

The aims of RSE at Polwhele House are to

- Enable pupils to begin to understand the nature of human relationships;
- Enable pupils to see the importance of stable loving relationships for bringing up children, including marriage;
- Prepare pupils for the changes which will occur to their bodies, minds and emotions as a

consequence of growth;

- To help pupils stay healthy and safe as they move from childhood to adulthood;
- Help to keep pupils safe from harm both on and off-line enjoy relationships and build confidence in accessing services if they need help and advice.

THE ELEMENTS OF RSE

Attitudes and Values

Pupils will learn:

- The importance of values and individual conscience and moral considerations;
- The value of family life and stable, loving relationships for the nurture of children;
- The value of respect, love and care.

They will also explore, consider and gain an understanding of moral dilemmas and will develop critical thinking as part of decision-making.

Personal and social skills

Pupils will learn:

- To manage emotions and relationships confidently and sensitively;
- To develop self-respect and empathy for others;
- To make choices based on an understanding of difference and with an absence of prejudice;
- To develop an appreciation of the consequences of choices made;
- To manage conflict;
- How to recognise and avoid exploitation and abuse.

Knowledge and Understanding

Pupils will learn that humans reproduce and will develop an understanding of physical development at appropriate stages. They will also develop an understanding of the importance of being healthy in body, mind and relationships.

DELIVERY:

RSE is a cross-curricular study and will be embedded across the curriculum. Elements of attitudes and values will be delivered through assemblies and RS lessons; elements of personal and social skills will be embedded in the Life Skills curriculum; elements of knowledge and understanding will be delivered in the science, sports and humanities curricula. This will be further supported by the ethos and values in our wider curriculum and the school overall.

TEACHING AND LEARNING:

Following the PSHE Association thematic models for Y1 to Y11, RSE will be taught under the headings of:

- Health & Wellbeing: Physical health and Mental wellbeing, Growing and changing, Keeping safe.
- Relationships: Families and friendships, Safe relationships

A BRIEF OVERVIEW (A more detailed overview can be found in Appendix 1 of this policy)

YEAR GROUP	RSE CONTENT	
	Relationships	Health & Wellbeing
Pre-prep	Families, respectful relationships, staying safe, positive friendships, similarities and differences	Growing and changing; body parts, being healthy, feelings, keeping safe
Year 3	Families cont, resisting pressure, respectful relationships and self-respect	Healthy choices, feelings cont, staying safe, resilience
Year 4	Positive friendships, including online, responding to hurtful behaviour, respecting similarities and differences	Balanced lifestyles, being healthy cont, personal identity, mental wellbeing, medicines and safety
Year 5	Friendships and peer influences, feelings safe, prejudice and discrimination, respectful relationships	Staying safe and healthy, how my body changes as I grow
Year 6	Wider relationships, starting to explore the concept of consent, expressing opinions, respecting other views, discussing issues	Mental health, managing loss, change, time and bereavement, how my body change as I grow cont, drug use, keeping safe
Year 7	Diversity, prejudice and discrimination, self worth, healthy relationships, relationship boundaries	Personal safety, first aid, healthy routines and hygiene, puberty, influences on health, how babies are made
Year 8	Discrimination cont, identity, consent	Mental health and emotional wellbeing, body image, coping strategies, alcohol and drug misuse and pressures;
Year 9	Respectful relationships, conflict resolution, changing relationships, consent, contraception, STI's (inc external agency input)	Peer influences, substance abuse, assertiveness, healthy and unhealthy relationships, healthy diets and lifestyle choices, first aid cont
Year 10	Sexual health, delay and consent, expectations, communities and belonging	Mental health, safeguarding health, drugs, role models and the media
Year 11	Personal values, assertive communication, relationship challenges and abuse	Self efficacy, stress management and future opportunities, responsible health choices and safety in independent contexts

ASSESSMENT:

In accordance with the RSHE statutory guidance, we ensure that regular feedback is provided on pupils' progress, and that teaching is assessed and assessments used to identify where pupils need extra support or intervention.

Teachers of RSHE (Life Skills) plan, teach and assess the subject in accordance with the high expectations across the School in other subject areas. Akin to the processes and documents involved in assessment across the range of subjects taught at Polwhele House, regular assessment takes place for Life Skills/RSHE and provides information about individual

pupil progress, knowledge and understanding of the content of the curriculum. Each pupil has a Life Skills book for recording their ideas, responses and work. See the Life Skills Policy and Curriculum.

INCLUSION AND EQUAL OPPORTUNITIES:

The school recognises that pupils with special educational needs and/or disabilities may need to receive differentiated material and teaching styles, as appropriate. We are aware of the cultural diversity of our pupils and of the wider community and educate pupils to understand and respect differences in customs and beliefs. The needs of EAL pupils are acknowledged and teachers will ensure that materials will be presented in a clear and understandable way. We comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics).

The school ensures that it considers the makeup and needs of the pupil body and takes this into account in the design and teaching of inclusive relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

The school will be responsive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. See Child Protection Policy and Procedures.

The school is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys will be boys” as the school recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.

The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.

Further to considering SEND and EAL pupils we will also consider:

6.1 Inclusivity

We 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 and backgrounds
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We 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

We **will** consider whether any resources we 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

SAFEGUARDING, CONFIDENTIALITY & ADVICE

The School will follow Keeping Children Safe in Education (KCSiE) and will ensure children are taught about safeguarding, including about how to stay safe online. Children are made aware of how to raise concerns or make a report and how any report will be handled through the Pupil Information board, Life Skills lessons and the Confidentiality Issues for Pupils Policy (and child-friendly version). See the Life Skills Curriculum and Policy.

The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Teachers will follow the School's policy on confidentiality between themselves and children and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality.

Polwhele House recognises that the RSE programme can raise issues in which advice and confidentiality may be necessary. Teachers will follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised.

We believe that our duty is to provide a general education on pastoral matters and issues and not to offer individual advice, information and counselling on aspects of sexual behaviour and contraception. However, sources of professional advice are identified when appropriate.

Teachers can provide pupils with advice on where and from whom they can receive confidential sexual information and advice, but they should not give it themselves. They will direct pupils to professionals outside school such as a GP or family planning clinic.

If a member of staff has a child protection concern they refer this to the school's DSL. They can also contact the MARU directly. Contact details are in the school's Child Protection Policy and Procedures.

WIDER CURRICULUM LINKS

Science:

The statutory requirement for the science curriculum is that by the end of Year 9 young people will know:

- That fertilisation is the fusion of a male and female cell;
- About the physical and emotional changes that take place during adolescence;
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

By the end of Year 11, young people are expected to understand 'the way in which hormonal control occurs, including the effects of sex hormones; some medical uses of hormones, including the control and promotion of fertility; the defence mechanisms of the body; how sex is determined in humans.'

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We have chosen to follow the thematic planning foundations created by the PSHE Association, the national body for PSHE. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains 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.

We **will**:

- Make appropriate checks and engage with external agencies to check our teaching and learning:
 - Is age-appropriate

- Is 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 we 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 our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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

We **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 governing board

The Managing Council has delegated the approval of this policy to the Head.

The Managing Council will ratify this policy.

8.2 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 (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 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 headteacher.

As of the academic year 2023 – 2024 the following staff are responsible for teaching RSE at Polwhele House:

EYFS: Lisa Smith (Nursery Lead)

EYFS: Alison Wallis (EYFS Lead)

KS1: Tracy Warden

Y3: Rose Sullivan

Y4: Matthew Gale

Y5 & Y6: Delphine Fergus

KS3: Jonny Elworthy

8.4 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 have an active role in developing our policy and have been consulted on it's development. They are sent an email and communications that share what will be covered in the curriculum each academic year. We are committed to work closely with parents by providing information and advice through our newsletter, Weduc (our school communication tool) and our home learning website. Polwhele House recognises that RSE is the right and responsibility of the parent. It aims to provide RSE to support parents in fulfilling their responsibility. In communicating with parents, we aim to give enough notice for them to raise any concerns or seek further information on the content of lessons.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (which takes place in KS3 at Polwhele House) 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. receipt of such a letter, the Head will invite the parents to a meeting, at which they will explain what the school's policy is and seek to accommodate the wishes and/or concerns of the parent. If this is not possible, the pupil will be withdrawn from RSE for the sex education lessons and placed in another class where suitable work and supervision will be provided.

Parents do not have the right to withdraw their child from the relationships part of the curriculum.

10. TRAINING

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher 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.

Teaching staff receive information and are updated on the policy and curriculum content to ensure that RSE is supported and delivered across the curriculum through links with the Life Skills curriculum.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Head, Deputy/Director of Studies through:

- Lesson observation;
- Form tutor lesson evaluations;
- Discussions with teachers delivering RSE;
- Student voice through the school council, the pupil communication box, questionnaires and discussions;
- Parental feedback;
- Assessment systems;
- Book and work scrutinties

This policy will be reviewed by the Head and Deputy/Director of Studies on an annual basis as well as in response to:

- Feedback from pupils;
- Feedback from staff
- Feedback from parents
- Changes in the statutory requirements or guidance issued.

At every review, the policy will be approved by Head and shared with the Managing Council.

Created: April 2021

Reviewed: June 2021, July 2021 (following consultation with school stakeholders/community), September 2021, December 2022, November 2023

Review date: Annually or following a change in government guidance and legislation.

Appendix 1: 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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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 2: 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 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

TOPIC	PUPILS SHOULD KNOW
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 3: Parent form: withdrawal from sex education within RSE (KS3 and KS4)

TO BE COMPLETED BY PARENTS			
Name of child		Class	Y7 only
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	Include notes from discussions with parents and agreed actions taken.