



Relationships and Sex Education Policy

Reviewed Summer 2020 by Darren Barton, Director of Standards

Ratified by the Board of Trustees 07.10.2020

Next review date July 2022

This policy has been reviewed in line with the principles set out in the Equality Policy and an initial screening Equality Impact Assessment has been carried out.

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Within this policy the term Headteacher refers to the Headteacher of the school. The term CEO refers to the CEO of the Trust.

The governors of the Twynham Learning Academy Trust (the Trust) are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

1. Aims

The aims of Relationships and Sex Education (RSE) at Twynham Learning 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

Primary

As a family of primary academy schools (incorporating infant, junior and primary schools) we must provide Relationships Education to all pupils as per section 34 of the [Children and Social work act 2017](#). 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#). The 2019 DfE guidance on Relationships, Health and Sex Education will become active in all Twynham Learning Primary Schools from September 2020.

Stourfield Infant School, Stourfield Junior School, Christchurch Junior School and Twynham Primary School all use the Jigsaw Programme (<https://www.jigsawpshe.com/>) to deliver Relationships and Sex Education (RSE). We are confident that it covers all aspects of RSHE within the context of a full PSHE programme in an age-appropriate way.

At Stourfield Infant School, Stourfield Junior School Christchurch Junior School and Twynham Primary School, we teach RSE as set out in this policy.

Secondary

As a family of secondary academy schools we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At The Grange School and Twynham School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a cross phase (primary and secondary) working group drafted this policy document.
2. Staff consultation – school staff were given the opportunity to look at the policy and make comments and recommendations. This was done by each school's working group representative. Headteachers were also updated at each stage of the policy's development.
3. Parent consultation – parents/carers were emailed the draft version of the policy and were able to make comments and recommendations via an online form.
4. Stakeholder consultation – members of each school's Local Advisory Board (LAB) were emailed the draft version of the policy and were able to make comments and recommendations.
5. Ratification – once amendments were made, the final draft of the policy was shared with trustees and ratified

It should be noted that the RSE curriculum/policy is not a 'stand alone' area and that it has clear links to what is taught in the PSHE curriculum with our Equality Policy and our Anti-Bullying Policies.

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, staff and stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Delivery of the content of RSE will be made accessible to all pupils, including those with SEND, through high quality teaching which is differentiated and personalised where necessary.

Primary

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The board of trustees

The board of trustees will approve the RSE policy, and hold headteachers to account for its implementation with local monitoring of the implementation also undertaken by the local advisory board (LAB).

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 (see section 8).

7.3 Staff

Staff are responsible for:

- Developing the RSE curriculum in partnership with colleagues in Twynham Learning schools with colleagues with specific responsibilities for PSHE/RSE listed in section 11.
- 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.

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

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

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

Primary

Primary staff are supported in the delivery of RSE by the PSHE lead and the lesson plans, resources and guidance provided in the Jigsaw programme. RSE forms part of the Continuing Professional Development calendar.

Suitably qualified staff such as school nurses may be invited into schools to support staff in the delivery of RSE.

Secondary

Secondary staff are supported in the delivery of RSE by the PSHE lead and departmental lesson plans, resources and schemes of work. Support is also given through departmental meetings and lesson observations.

Agencies such as RespectED, Dorset Mind and Dorset Health Care are invited in at relevant points over the course of the year to support with the delivery of RSE.

10. Confidentiality and Child Protection/Safeguarding Issues

Although confidentiality is generally maintained in RSE lessons, if a staff member is concerned that a child is at risk or in danger, she/he will talk to the named child protection co-ordinator who will act as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for child protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

11. Monitoring arrangements

At each Twynham Learning school, the delivery of RSE is monitored by the following colleagues:

School	Name	Role
Christchurch Junior School	Stephanie Chamberlain	PSHE Lead
Stourfield Infant School	Sue Harris	PSHE Lead
Stourfield Junior School	Ashlie McCammon	PSHE Lead
The Grange School	Anna Johnson	Head of KS3
Twynham Primary School	Jennifer Hunter	Deputy Headteacher
Twynham School	Debbie Jackson	Head of Careers/PSHE

The delivery of RSE is monitored in a number of ways including planning scrutiny, learning walks etc. Pupils' development in RSE is monitored by class teachers as part of each school's internal assessment systems.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Relationships and Sex Education Policy

2. Upon whom will this impact?

Pupils and Teaching Staff

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender		√	
Disability			√
Religion, faith or belief			√
Sexual orientation		√	
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal?

Further comments:-

Do you consider that a full Equality Impact Assessment is required? No

Initial screening carried out by Darren Barton, October 2020.

Comment by CEO:

Approved

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Autumn	Family life; making friends; falling out and making up; being a good friend; dealing with bullying;
	Spring	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; fun and fears; celebrations.
	Summer	growing up - how have I changed from baby to now respecting my body; growing up; growth and change; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn	Recognising bullying and how to deal with it; celebrating differences between people; Feeling special and safe; rewards and feeling proud; consequences.
	Spring	Setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us.
	Summer	making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understanding which parts are private.
Year 2	Autumn	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation.
	Spring	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
	Summer	Different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
Year 3	Autumn	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; Self-identity and worth; positivity in challenges; responsible choices; difficult challenges and achieving.
	Spring	Success, dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others healthy and safe choices.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	Family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes
Year 4	Autumn	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others.
	Spring	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
	Summer	Healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
Year 5	Autumn	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; self and body image; influence of online and media on body image.
	Spring	Future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour.
	Summer	Body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy.
	Spring	Motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use.
	Summer	Love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.
Year 7	Autumn	Changing friendships/emotionally and physically (R); World Mental Health Awareness Day (HWB); diet and exercise (HWB); anti-bullying week (R); World AIDS Day (HWB), body image (HWB); the principles of keeping a healthy body.
	Spring	Puberty (either Dorset Healthcare Trust/Always/Rise Above) (HWB); UK Youth Parliament (LIWW); Safer Internet Day (HWB/R/LIWW), police – road safety (HWB); National Careers Week (LIWW); Sky Ocean Blog (LIWW); what do we mean by 'risk?' - how to assess risk in a situation; RespectedED Presentation – facts and feelings.
	Summer	Drugs awareness (HWB); Alcohol Education Trust; sleep (HWB); rights and responsibilities (LIWW); animal aid (LIWW); RNLI – water safety (HWB); sunburn/skin cancer (HWB).
Year 8	Autumn	Being a teenager (R); World Mental Health Awareness Day (HWB); Samaritans (HWB); anti-bullying week (R); World AIDS Day (HWB); policing in Christchurch (LIWW).
	Spring	Puberty (either Dorset Healthcare Trust/Always/Rise Above) (HWB); UK Youth Parliament (LIWW); Safer Internet Day (HWB/R/LIWW); police – road safety (HWB); National Careers Week (LIWW); Sky Ocean Blog (LIWW); Dorset Mind – how do I look after my mental health and spot signs in others?; Chelsea's Decision – child exploitation.
	Summer	Senior Citizens visits (LIWW); discrimination (LIWW); drugs awareness (HWB); Alcohol Education Trust; relationships (R); what can cause problems in a relationship?

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Autumn	Relationships (R); World Mental Health Awareness Day (HWB); Dorset Mind visits; contraception (HWB); anti-bullying week (R); World AIDS Day (HWB); Start Profile (LIWW); who can I talk to about my health? (local and national organisations).
	Spring	Puberty (either Dorset Healthcare Trust/Always/Rise Above) (HWB); UK Youth Parliament (LIWW); Safer Internet Day (HWB/R/LIWW); police – road safety (HWB); National Careers Week (LIWW); Sky Ocean Blog (LIWW); personal values; RespectedED Presentation
	Summer	Teenage Cancer Trust (HWB); Drugs Awareness Alcohol Education Trust (HWB); sleep (HWB); safe date/abusive relationships (HWB/R); Work Experience launch (LIWW).
Year 10	Autumn	Work Experience launch (LIWW); World Mental Health Awareness Day (HWB); Start Profile (LIWW); anti-bullying week (R); World AIDS Day (HWB); sleep (LIWW).
	Spring	UK Youth Parliament (LIWW); Safer Internet Day (HWB/R/LIWW); sexual health update/underage and pregnant (HWB/R); National Careers Week (LIWW); drugs awareness (HWB); same sex relationships; RespectedED presentation.
	Summer	Preparation for Work Experience – phone calls (LIWW); Alcoholics Anonymous (HWB/LIWW); Work Experience placement (LIWW); Work Experience evaluation; exams/revision techniques; post 16 options (LIWW).
Year 11	Autumn	Start Profile/CV (LIWW); World Mental Health Awareness Day (HWB); post 16 options launch (LIWW); anti-bullying week (R); World AIDS Day (HWB); revision for mocks (LIWW).
	Spring	UK Youth Parliament (LIWW); 6th Form mini tours (LIWW); Safer Internet Day (HWB/R/LIWW); police – driving safety (HWB); safe date/sexual harassment (HWB/R); cervical/testicular cancer/sexual health update (HWB).
	Summer	Revision and exams

Primary

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

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
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

Secondary

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
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

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	