

# POLICY:

## Relationships & Sex Education Policy

### Review

<b>Approved by:</b>	Board of Directors	<b>Date:</b>	July 2024
<b>Last Review Date:</b>	July 2024	<b>Next Review Date:</b>	July 2025

### Responsibilities

<b>School Senior Staff</b>	Implementation at school level
<b>Governors</b>	Check school compliance with policy and report breaches or concerns to Directors
<b>Directors</b>	Review and approve the policy

### Material Changes Since the Last Review

<b>Section: Throughout</b>	Name change from Kennet School Academies Trust to Equinox Learning Trust
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## 1) Aims

Equinox Learning Trust's policy is that relationships and sex education should be firmly rooted in the framework for PSHE (Personal, Social and Health Education) with some topics covered by the (compulsory) national curriculum in science and supplemented through the teaching of Ethics & Philosophy, Religious Studies (RS) and Citizenship.

Relationships and sex education is lifelong learning about physical, moral and emotional development designed to build knowledge and life skills over time in a way that prepares pupils for issues they will soon face. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, sexual health and risks of sexual abuse and exploitation.

Legislation requires that schools present to all pupils, an age-appropriate programme of relationships and sex education which must encourage pupils to have regard to moral considerations and the value of family life. It also emphasises that parents have the right to withdraw their child from all or part of sex education save that which is demanded by the school curriculum. The teaching of relationships and sex education by the schools in the Trust has three main elements:

1. Attitudes and values
  - ❶ Learning the importance of values, individual conscience and moral consideration
  - ❷ Learning the value of family life, marriage and stable and loving relationships for the nurture of children and personal mental health and well-being
  - ❸ Learning the value of respect, love and care
  - ❹ Exploring, considering and understanding moral dilemmas
  - ❺ Developing critical thinking as part of decision-making
  - ❻ Providing a framework in which sensitive discussions can take place
2. Personal and social skills
  - ❶ Learning to manage emotions and relationships confidently and sensitively
  - ❷ Developing self-respect and empathy for others
  - ❸ Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - ❹ Learning to make choices based on an understanding of difference and with the absence of prejudice
  - ❺ Developing an appreciation of the consequences of choices made
  - ❻ Managing conflict
  - ❼ Learning how to recognise and avoid exploitation and abuse.
3. Knowledge and understanding
  - ❶ Learning and Understanding physical development at appropriate stages
  - ❷ Understanding human sexuality, reproduction, sexual health advice, contraception and support services
  - ❸ Learning the correct vocabulary around issues of sexuality and relationship
  - ❹ Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
  - ❺ The avoidance of unplanned pregnancy.

## 2) Statutory Requirements

### Primary Relationships Education Programme

Our primary schools provide relationships education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#).

All statutory requirements are met, and we continue to deliver the expectations of the National Curriculum as a minimum including requirements to teach science which would include the elements of sex education contained in the science curriculum. This meets the requirements of our funding agreements and Articles of Association.

For primary children, the programme will be tailored to the age and the physical and the emotional maturity of the pupils. It should ensure that both boys and girls know about puberty and how a baby is born. In the early primary years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

It is important that in the upper junior years, before moving to secondary school supports the pupils' on-going emotional and physical development effectively and should include:

- ❶ Changes in the body related to puberty, such as periods and voice breaking.
- ❷ When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- ❸ How a baby is conceived and born.

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](#).

Our primary schools teach RSE as set out in this policy.

### **Secondary Relationships and Sex Education Programme**

Our secondary academy school provides Relationships & Sex Education (RSE) to all pupils as per section 34 of the [Children and Social work Act 2017](#).

All statutory requirements are met, and we continue to deliver the expectations of the National Curriculum as a minimum and meet the requirements of our funding agreements an articles of association.

For secondary children, the programme will be set within a broader base of self-esteem and responsibility for the consequences of one's actions and should include:

- ❶ Relationships, love and care and responsibilities of parenthood as well as sex.
- ❷ A focus on boys as much as girls
- ❸ Building of self-esteem.
- ❹ Teaching on taking of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- ❺ Information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.
- ❻ Young people as peer-educators, e.g. teenage fathers and mothers.
- ❼ A clear understanding of the arguments for delaying sexual activity and resisting pressure.
- ❽ The linking of sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- ❾ Understanding of how the law applies to sexual relationships.

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](#).

Our secondary schools teach RSE as set out in this policy.

## **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:

- ❶ Review – the Pastoral Deputy Headteacher, PSHE co-ordinator, and Pastoral team collected together all relevant information including relevant national and local guidance
- ❷ Staff consultation – Heads of Department were consulted in order to ensure the Relationships Education RSE and Health programmes were effectively complemented the curriculum content and do not duplicate the related curriculum areas. All school staff were given the opportunity to look at the policy and make recommendations
- ❸ Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- ❹ Pupil consultation – we investigated what exactly pupils want from their RSE
- ❺ Ratification – once amendments were made, the policy was shared with governors and ratified.

## **4) Definition**

RSE:

- ❶ is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- ❷ involves a combination of sharing information and exploring issues and values.
- ❸ is not about the promotion of sexual activity.

## 5) Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

### Sex Education

The [Department for Education \(DfE\) Guidance 2019](#) (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance (p.17)

At the Trust's Primary Schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) in the summer term. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this, i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- ❶ Year 4, Lesson 2 (Having a baby)
- ❷ Year 5, Lesson 4 (Conception)
- ❸ Year 6, Lesson 4 (Conception, birth)

The Primary schools will inform parents of this right in the Spring Term before the Changing Me Puzzle is taught in the summer term.

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

### Whole-School Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement, and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## 6) Delivery of RSE

Relationships Education, RSE and Health Education complement several national curriculum subjects. 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 studies (RS). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

## Primary Schools

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- ❶ Families and people who care for me
- ❶ Caring friendships
- ❶ Respectful relationships
- ❶ Online relationships
- ❶ Being safe.

Mammal reproduction could be taught in the Science curriculum.

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

## Secondary Schools

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

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

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

## All Schools

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).

## Inclusivity

Schools will teach about these topics in a manner that:

- ❶ Considers how a diverse range of pupils will relate to them
- ❶ Is sensitive to all pupils' experiences
- ❶ During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

Schools will also:

- ❶ 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
- ❶ Carefully consider the level of adaptation required according to pupils' needs.

## Use of Resources

Schools will consider whether any resources they plan to use:

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

## 7) Roles & Responsibilities

### The Governing Board

The Board of Directors will approve the RSE policy, and the governing body will hold the Headteacher to account for its implementation. 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).

### 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 components of RSE (see section 8).

### Staff

Staff are responsible for:

- ❶ Delivering RSE in a sensitive way
- ❶ Modelling positive attitudes to RSE
- ❶ Monitoring progress
- ❶ Responding to the needs of individual pupils
- ❶ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE and all Year 5 and 6 teachers will do so. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### 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 Schools

- ❶ Parents do not have the right to withdraw their children from Relationships Education or Health Education.
- ❶ Parents do have the right to withdraw their children from any sex education delivered in primary schools, other than as part of the science curriculum.
- ❶ Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- ❶ Alternative work will be given to pupils who are withdrawn from sex education.

### Secondary Schools

- ❶ Parents have the right to withdraw their children from some or all the components of sex education within RSE up to and until three 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.
- ❶ Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- ❶ 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.
- ❶ Alternative work will be given to pupils who are withdrawn from sex education.

## 9) Training

Staff are trained on the delivery of RSE as part of their induction 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.

## 10) Confidentiality, Controversial & Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16-year-old that he/she are having, or is contemplating, sexual intercourse:

- ❖ The young person will be persuaded, wherever possible, to talk to parent/carer and, if necessary, to seek medical advice
- ❖ Child protection issues will be considered, and referred, if necessary, to the designated lead teacher responsible for Child Protection under the school's procedures
- ❖ The young person will be referred to matron who will ensure counselling about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality must be broken, they will be informed first.

## 11) Monitoring Arrangements

It is the responsibility of the Pastoral Deputy Headteacher and PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and at least twice-yearly monitoring and evaluation exercise through curriculum evaluations and work scrutiny.

The delivery of RSE is monitored by the Pastoral Deputy Headteacher and Pastoral team through:

- ❖ lesson observations
- ❖ learning walks
- ❖ pupil questionnaires
- ❖ school council.

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

This policy will be reviewed by the Pastoral Deputy Headteacher / PSHE co-ordinator annually. At every review, the policy will be approved by the board of directors.

## Appendix 1: Curriculum Map

### Relationships & Sex Education Curriculum Map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

#### Primary Curriculum

Families & People Who Care for Me		Years						
		R	1	2	3	4	5	6
R1	that families are important for children growing up because they can give love, security and stability.		x	x	x	x		x
R2	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.		x	x	x	x		
R3	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.		x	x	x	x		x
R4	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.		x	x	x	x		x
R5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			x	x	x		
R6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		x	x	x	x		x

Caring Friendships		Years						
		R	1	2	3	4	5	6
R7	how important friendships are in making us feel happy and secure, and how people choose and make friends.		x	x	x	x		x
R8	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		x	x	x	x		x
R9	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		x	x	x	x	x	x
R10	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.		x	x	x	x	x	x
R11	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.		x	x	x	x	x	x

Respectful Relationships		Years						
		R	1	2	3	4	5	6
R12	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.		x	x	x	x	x	x
R13	practical steps they can take in a range of different contexts to improve or support respectful relationships.		x	x	x	x	x	x
R14	the conventions of courtesy and manners		x	x	x	x	x	x
R15	the importance of self-respect and how this links to their own happiness		x	x	x	x	x	x
R16	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.		x	x	x	x	x	x



R17	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.		x	x	x	x	x	x
R18	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			x	x	x	x	x
R19	the importance of permission-seeking and giving in relationships with friends, peers and adults.		x	x	x	x	x	x

Online Relationships		Years						
		R	1	2	3	4	5	6
R20	that people sometimes behave differently online, including by pretending to be someone they are not.			x	x	x	x	x
R21	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.			x	x	x	x	x
R22	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			x	x	x	x	x
R23	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				x		x	x
R24	how information and data is shared and used online.				x		x	x

Being Safe		Years						
		R	1	2	3	4	5	6
R25	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		x	x	x	x	x	x
R26	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.		x	x	x	x	x	x
R27	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		x	x	x	x	x	x
R28	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		x	x	x			x
R29	how to recognise and report feelings of being unsafe or feeling bad about any adult.		x	x	x	x	x	x
R30	how to ask for advice or help for themselves or others, and to keep trying until they are heard.		x	x	x	x	x	x
R31	how to report concerns or abuse, and the vocabulary and confidence needed to do so.		x	x	x	x	x	x
R32	where to get advice, e.g. family, school and/or other sources.		x	x	x	x	x	x

**By the end of primary pupils should know:**

Physical & Mental Wellbeing		Years						
		R	1	2	3	4	5	6
H1	that mental wellbeing is a normal part of daily life, in the same way as physical health.		x	x	x	x	x	x
H2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		x	x	x	x	x	x
H3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings		x	x	x	x	x	x
H4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		x	x	x	x	x	x
H5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		x	x	x	x	x	x

H6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		x	x	x	x	x	x
H7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		x	x	x	x	x	x
H8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		x	x	x	x	x	x
H9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		x	x	x	x	x	x
H10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					x	x	x

Internet Safety & Harms		Years						
		R	1	2	3	4	5	6
H11	that for most people the internet is an integral part of life and has many benefits.			x	x		x	x
H12	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.			x	x		x	x
H13	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.			x	x	x	x	x
H14	why social media, some computer games and online gaming, for example, are age restricted.			x	x		x	x
H15	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.			x	x		x	x
H16	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				x		x	x
H17	where and how to report concerns and get support with issues online.			x	x		x	x

Physical Health & Fitness		Years						
		R	1	2	3	4	5	6
H18	the characteristics and mental and physical benefits of an active lifestyle.		x	x	x		x	x
H19	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		x	x	x		x	x
H20	the risks associated with an inactive lifestyle (including obesity).		x	x	x		x	x
H21	how and when to seek support including which adults to speak to in school if they are worried about their health.		x	x	x	x	x	x

Healthy Eating		Years						
		R	1	2	3	4	5	6
H22	what constitutes a healthy diet (including understanding calories and other nutritional content).		x	x	x			
H23	the principles of planning and preparing a range of healthy meals.		x	x	x			
H24	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		x	x	x	x	x	x

Drugs, Alcohol & Tobacco		Years						
		R	1	2	3	4	5	6
H25	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		x	x	x	x	x	x

Health & Prevention		Years						
		R	1	2	3	4	5	6
H26	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body					x		
H27	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.							
H28	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		x	x	x		x	x
H29	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.							
H30	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		x					
H31	the facts and science relating to immunisation and vaccination.						x	

Basic First Aid		Years						
		R	1	2	3	4	5	6
H32	how to make a clear and efficient call to emergency services if necessary.				x		x	
H33	concepts of basic first aid, for example dealing with common injuries, including head injuries.						x	

Changing Adolescent Body		Years						
		R	1	2	3	4	5	6
H34	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		x	x	x	x	x	x
H35	about menstrual wellbeing including the key facts about the menstrual cycle.				x	x	x	x



# Sex and Relationship Education

Families		When
What	When	
<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>	Y7-10 A1 Topic: Relationships, Y10 RS topic: Issues of Relationships Autumn Term, Y12 Sociology Autumn term, Y9 English topic: Romeo and Juliet Spring term, Y8 English	
<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	Y10 RS topic: Issues of Relationships Autumn Term, Y12 Sociology Autumn term, Y12 H&S Unit 1 Autumn term.	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y10 RS topic: Issues of Relationships Autumn Term, Y10 English topic: AIC Autumn term, Y9 English R&J Spring term	
<ul style="list-style-type: none"> <li>The characteristics and legal status of other types of long-term relationships.</li> </ul>	Y10 A1 Topic: Relationships Y10 RS topic: Issues of Relationships Autumn Term, Y12 Sociology Autumn term.	
<ul style="list-style-type: none"> <li>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>	Y10 RS topic: Issues of Relationships Autumn Term, Y12 H&S Unit 1 Autumn term, Y10 English topic: AIC Autumn term, Y8 English Kindertransport Summer term	
<ul style="list-style-type: none"> <li>Determine whether other children, adults or sources of information are trustworthy.</li> </ul>	Y7-10 Su1 Topic: Stay Safe, Y9 English topic: Animal farm Summer term, Y7 English Crime autumn term	
<ul style="list-style-type: none"> <li>Judge when a family, friend intimate or other relationship is unsafe (and to recognise this in others' relationships)</li> </ul>	Y7-11 A1 Topic: Relationships and Y7-10 Su1 Topic: Stay Safe	
<ul style="list-style-type: none"> <li>How to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	Y7-11 A1 Topic: Relationships, Y12 H&S Unit 2 Autumn term, Y12 H&S Unit 7 Spring term.	

Relationships		When
What	When	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y7 A1 Topic: Relationships, Y7 Drama Topic: Lora of the Rias Spring term, Mood and Atmosphere Summer Term, Y8 Drama Topic Hope Springs Spring term and Verbatim Theatre Summer Term, Y9 Drama Topic Blackout Spring term, Noughts and Crosses Summer Term, Y8 Dance topic: Swan Song Y10 English topic: Macbeth Autumn term, Y9 English Journey's End Autumn term, Y9 English Romeo and Juliet Spring term.	
<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	Y7 A1 Topic: Relationships, Y10 Drop Down SRE Day Spring term (March).	
<ul style="list-style-type: none"> <li>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).</li> </ul>	Y7-9 A1 Topic: Relationships, History Topics: 16 Civil rights in the USA and UK, Summer term, Y9 Empire troops Autumn Term, Who contributed in WW2 Spring Term, Y7 Islamic Empires Spring Term, Y10 Vietnam – role of African American soldiers Autumn term, Y10 Anti-Semitism and Anyan race policy in Germany, Summer term, Y12 Sociology Autumn term, Y12 and Y13 Psychology Autumn term, Y9 English topic: Gender Spring term, Y10 Macbeth Spring term	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y7-10 A1 Topic: Relationships, Y7-10 A2 Topics: FBV and Remembrance, Y7-10 Sp2 Topic: Language of Respect	
<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>	Y7-10 A2 Topic: Anti-Bullying, Y7-10 Sp2 Topic: E-Safety	
<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>	Y10 Drop Down SRE Day Spring term (March ), Y12 Sociology Autumn term.	
<ul style="list-style-type: none"> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>	Y11 A1 Topic: Relationships, Y12 Sociology Autumn term.	
<ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone's unique and equal.</li> </ul>	Y8 RS topic 1666; Sikhism Origins of humanity, Spring term, Y9-9 French topic: Revolution Spring term, Y12 Sociology Autumn term, Y12 H&S Unit 2 Autumn term.	

Online & Media		When
What	When	
<ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>	Y7-10 Sp1 Topic: E-safety, Y7 RS Autumn Term.	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y7-10 Sp1 Topic: E-safety, Y7 RS Autumn Term.	
<ul style="list-style-type: none"> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>	Y7-9 Sp1 Topic: E-safety, Y10 Drop Down SRE Day: Spring Term	
<ul style="list-style-type: none"> <li>what to do and where to get support to report material or manage issues online.</li> </ul>	Y7-10 Sp1 Topic: E-safety	
<ul style="list-style-type: none"> <li>the impact of viewing harmful content.</li> </ul>	Y7-10 Sp1 Topic: E-safety	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Y11 A1 Topic: Relationships, Y10 Sp1 Topic: E-safety.	
<ul style="list-style-type: none"> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>	Y10 Drop Down SRE Day: Spring Term	
<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online.</li> </ul>	Y7 Computer Science Autumn Term	

## Sex and Relationship Education (continued)

Being Safe	
What	When
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Y8 Su1 Topic: Stay Safe, Y11 A1 Topic: Relationships, Y9 R5 Autumn Term, Y10 Drop Down SRE Day: Spring Term, Y12 H&amp;S Unit 7 Spring Term, Y12 H&amp;S Unit 8 Spring Term.</p>
<ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Y8 Su1 Topic: Stay Safe, Y11 A1 Topic: Relationships, R5 Y8 Autumn Term, Y10 Drop Down SRE Day: Spring Term</p>

Intimate and sexual relationships, including sexual health	
What	When
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Y9 Su1 Topic: Stay Safe, Y11 A1 Topic: Relationships, Y10 Drop Down SRE Day: Spring Term</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Y11 A1 Topic: Relationships, Y10 R5 topic: Issues of Relationships, Autumn Term, Y7 Science topic: Reproduction and Development.</p>
<ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> </ul>	<p>Y10 Su1 Topic: Stay Safe</p>
<ul style="list-style-type: none"> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> </ul>	<p>Y9 Su1 Topic: Stay Safe, Y11 A1 Topic: Relationships Y10 Drop Down SRE Day: Spring Term</p>
<ul style="list-style-type: none"> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>	<p>Y10 R5 topic: Issues of Relationships, Autumn Term Y10 Drop Down SRE Day: Spring Term</p>
<ul style="list-style-type: none"> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Y10 R5 topic: Issues of Relationships, Autumn Term, Y11 Science topic: homeostasis.</p>
<ul style="list-style-type: none"> <li>the facts around pregnancy including miscarriage.</li> </ul>	<p>Y10 R5 topic: Issues of Relationships, Autumn Term.</p>
<ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Y10 R5 topic: Issues of Relationships, Autumn Term Y10 R5 topic: Issues of Life and Death, Spring Term, Y10 English topic: Poetry Spring Term.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Y10 Drop Down SRE Day: Spring Term, Y12 Geography topic: Disease Dilemmas (HIV) Spring term, Y10 Science topic:</p>
<ul style="list-style-type: none"> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>	<p>Y10 R5 topic: Issues of Relationships, Autumn Term Y10 Drop Down SRE Day: Spring Term</p>
<ul style="list-style-type: none"> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p>Y9 Drop Down Alcohol &amp; Drugs Day: November</p>
<ul style="list-style-type: none"> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Y10 Drop Down SRE Day: Spring Term</p>



# Mental Health

What	When
<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	Y7-9 A1 Topic: Mental Wellbeing. Y10 Drop Down Mental Health Awareness day: Spring Term Y10 English topic: poetry Autumn and Spring term. Y8
<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others.</li> </ul>	Y7-10 A1 Topic: Mental Wellbeing. Y13 Psychology Autumn term.
<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns.</li> </ul>	Y7-11 A1 Topic: Mental Wellbeing. Y13 Psychology Autumn term. Y10 Dance topic: Intra Autumn term.
<ul style="list-style-type: none"> <li>common types of mental ill health (e.g. anxiety and depression).</li> </ul>	Y7-11 A1 Topic: Mental Wellbeing. Y13 Psychology Autumn term.
<ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' MH</li> </ul>	Y7-11 A1 Topic: Mental Wellbeing
<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise: time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	Y7-11 A1 Topic: Mental Wellbeing. Y7-11 PE Topic (excluding service based activities). Y7-10 Sp2 Topic: Physical Health. Y11 Sp1 Topic: Physical Health. Y10 Dance topic: Healthy living Autumn term. Golden Mile Autumn, Spring and Summer term. Stand up to learn summer term. Healthy Me Assemblies. Young Health Champions campaigns

What	When
<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>	Y7-10 Sp2 Topic: Physical Health. Y11 Sp1 Topic: Physical Health. Golden Mile Autumn, Spring and Summer term.
<ul style="list-style-type: none"> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul>	Y7-10 Sp2 Topic: Physical Health. Y11 Sp1 Topic: Physical Health. Y7-11 PE topic. Y8 Science topic: The body. Y10 Science topic: Infection and Response.
<ul style="list-style-type: none"> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>	Y13 H&S Unit 3 Autumn term. Y10 Science topic: Cell Division.

What	When
<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or abusive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>	Y7-11 Sp1 Topic: E-safety. Y10 English topic: non-fiction texts Autumn, Spring and Summer term. Y8 RS Spring Term.
<ul style="list-style-type: none"> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	Y7-11 Sp1 Topic: E-safety. Y10 English topic: non-fiction texts Autumn, Spring and Summer term.

What	When
<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> </ul>	Y8 Summer Term. \$C\$G to deliver 1 session per tutor group.
<ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR.15</li> </ul>	Y8 Summer Term. \$C\$G to deliver 1 session per tutor group.
<ul style="list-style-type: none"> <li>the purpose of defibrillators and when one might be needed.</li> </ul>	Y8 Summer Term. \$C\$G to deliver 1 session per tutor group.

What	When
<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>	Y7-11 A2 Topic: Drugs, Alcohol and Smoking. Y12 Psychology Spring Term. Y8 Science topic: drugs.
<ul style="list-style-type: none"> <li>the law relating to the supply and possession of illegal substances.</li> </ul>	Y9 A2 Topic: Drugs, Alcohol and Smoking
<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>	Y9 Drop Down Alcohol Awareness Day: November. Y12 Psychology Spring term.
<ul style="list-style-type: none"> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>	Y9 Drop Down Alcohol Awareness Day: November. Y12 Psychology Spring term. Y9 Dance topic: My name is cocaine.
<ul style="list-style-type: none"> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>	Y8 Science topic: drugs.
<ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	Y7 & 10 A2 Topic: Drugs, Alcohol and Smoking. Y8 Science topic: Infection and Response.

## Mental Health (continued)

Changing Adolescent Body	
What	When
<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>	Y7&8 Sp2 Topic: Physical Health, Y7 Science topic: <b>Reproduction and Development.</b>
<ul style="list-style-type: none"> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	Y7-10 Sp2 Topic: Physical Health

Healthy Eating	
What	When
<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	Y10-11 GCSE/BTEC PE Topic covered: <b>Healthy Eating.</b> Y12 Geography topic: <b>Disease Dilemmas/Spring Term.</b> Y10 Dance topic: <b>Healthy living.</b> Autumn term. Y8 Science topic: the body. Y10 Science topic: <b>Infection and Response.</b>

Health and prevention	
What	When
<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>	Y7&8 Sp2 Topic: Physical Health, Y10 Science topic: <b>Infection and Response.</b>
<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>	Y7 Sp2 Topic: Physical Health
<ul style="list-style-type: none"> <li>(late secondary) the benefits of regular self-examination and screening.</li> </ul>	Y11 Sp 1 Topic: Physical Health
<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> </ul>	Y10 Science topic: <b>Infection and Response.</b>
<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	Y8&9 Sp2 Topic: Physical Health, Y11 Sp 1 Topic: <b>Sleep Hygiene</b>

## Appendix 2: By the end of School, Pupils should know

### Primary Schools - By the end of Primary School, Pupils should know

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



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

## Secondary Schools

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

Topic	Pupils should know
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared, and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

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

### 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	Include notes from discussions with parents and agreed actions taken, e.g. Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom		