

# Policy and Procedure on Relationships and Sex Education Policy

Southlands School

Policy Author / Reviewer	Marion Frewin
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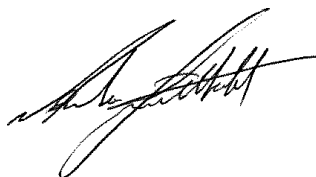
## 1. Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above,

Signed:



Alison Priddle  
Principal/RI  
March 2022



Andrew Sutherland  
Representative, Proprietor- Cambian Group  
8<sup>th</sup> March 2022

## 2. Terminology

- 2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college. Southlands School is a is an Ofsted-registered independent specialist school and Children's Home
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Southlands school we have children/young people attending and/or residing between the ages of 7 to 19.
Service Head	This is the senior person with overall responsibility for the school. At Southlands this is the Principal who is Alison Priddle. <i>* dual/registered locations need to include Service Head and Registered Manager if they are not the same person.</i>
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Southlands School this is Ofsted/DfE
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

### 3. Introduction

This policy is based very largely on the DfE (Department for Education) document 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' and deals with how the various issues should be approached in the relevant curriculum and subject areas. Guidance is also given on the statutory and other obligations which establishments should follow in teaching these subjects and the rights of parents to withdraw their sons/daughters from some of the lessons in this area of the curriculum.

It affects all staff.

### 4. Purpose

4.1 To ensure that Cambian group complies with all the relevant current legislation and National Standards which govern this area of our work.

4.2 To inform parents/carers fully of the provision of relationships and Sex Education within Cambian Education establishments.

4.3 To ensure that individuals in our care at all establishments are offered the opportunity to receive a comprehensive, well-planned programme of Relationships and sex education.

4.4 To ensure that parents/carers are aware of their right to withdraw their child from Relationships and Sex Education lessons.

4.5 To prepare individuals in our care for the opportunities and responsibilities of adult life.

### 5. Policy

#### Aims

The aims of relationships and sex education (RSE) at our school are to:

- To develop a school wide approach to relationship and sex education in the context of both the informal curriculum of the school, with particular reference to PSHE and Science.
- To provide accurate information about physical development at appropriate ages.
- To explore attitudes and develop skills in making decisions about relationships.
- To create an atmosphere in which students can learn to manage emotions and relationships confidently and sensitively.
- To develop a programme that considers the needs of all students, which may involve dealing sensitively and honestly with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

#### Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent school.

#### Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### Definition

Relationship and Sex Education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about teaching about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation.

#### 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.

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

## 6. Procedure

#### Delivery of RSE

RSE is taught within the PDL curriculum (Personal Development Learning) which includes citizenship and 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 can also receive stand-alone sex education sessions delivered by a trained health professional and school nurse.

#### Primary phrase:

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

- The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- Students will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them
- Respect for others will be taught in an age-appropriate way
- Students will be taught about the society in which they are growing up. Relationship Education is designed to foster respect for others and for difference, and educate students about healthy relationships. Students should receive teaching on LGBT content during their school years
- Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter
- When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to students' lives

- Teaching about families will be sensitive and well-judged based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for children
- Relationships Education will create opportunities to enable students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Students will be taught to recognise and to report abuse, including emotional, physical and sexual abuse.
- Students will be taught the principles of online relationships and how data and information can be used

### Science Key Stage 3

The Science curriculum requires that students know and understand:

- The human reproductive cycle includes adolescence, fertilisation and foetal development.
- Conception, growth, development, behaviour and health can be affected by diet, drugs and disease.

To support them through adolescence Sex and Relationship Education will be further developed through the Personal Development programme.

### Personal Development Key Stage 3

Key Concepts:

- Recognise that healthy lifestyles, and the wellbeing of self and others, depending on information and making responsible choices
- Understand that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened
- Deal with growth and change as normal parts of growing up
- Understand that relationships can cause strong feelings and emotions

Key Processes:

- Use social skills to build and maintain a range of positive relationships.
- Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- Know when and how to get help.
- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Understand how online relationships work, how information can be used and the law around dating sites.

Range and Content:

- Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.

Science – Key Stage

### Science – Key Stage 4

- The Science curriculum requires that students should be able to:
- Explain what sexual reproduction is;
- Explain why sexual reproduction leads to mixing up of genes;
- Explain how manufactured sex hormones can be used for contraception;

- Describe how reproduction is controlled by hormones;
- Explain how the menstrual cycle is controlled by hormones;
- Explain how manufactured sex hormones can be used to treat infertility in women;
- Discuss the social and ethical implications of IVF treatment.

Further preparation for adulthood will be delivered through the Personal Development Learning curriculum

Personal Development Key Stage 4:

Key Concepts:

- Recognising that healthy lifestyles and the wellbeing of self and others depends on information and making responsible choices.
- Understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- Dealing with growth and change as normal parts of growing up.
- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.
- Understanding that relationships can cause strong feelings and emotions.

Key Processes:

Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary:

- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.
- Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

Range of Content:

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- The roles and responsibilities of parents, carers, children and other family members.
- Parenting skills and qualities and their central importance to family life.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.

Teaching approaches:

- A variety of approaches are used to give students relevant information; to enable moral issues to be explored in discussion; and to acquire appropriate skills.
- Details of the Personal Development and science curriculum are available on request.
- Students are taught in mixed ability groups. When there is specific need, arrangements will be made to teach students in appropriate groups.

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

## Roles and responsibilities

### The Proprietor and governors

Governors will approve the RSE policy, and hold the principal to account for its implementation.

### The principal

The principal 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).

### Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal and the PDL lead.

Tutors responsible for teaching RSE in the school with support from the PDL lead.

### Pupils

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

### Parents' right to withdraw

The Learning and Skills Act 2000 requires parents have the right to withdraw their child from all or part of Sex Education provided outside national curriculum science. Parents wishing to exercise that right are asked to make an appointment to meet the Principal, PDL or Head of Science to discuss the issues, they are under no obligation to do so. This should be granted up to three terms before their child turns 16. Once a child is withdrawn they cannot take part in later sex education without parental approval. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of Sex Education if they want. As per Government guidelines there is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

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

### Staff support

Staff are supported to deliver the RSE curriculum. The PDL lead 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.

### Monitoring arrangements

The delivery of RSE is monitored by the PDL lead through:

- Planning scrutiny
- Learning walks

- Lesson observations
- Book scrutiny

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

This policy will be reviewed by the PDL lead annually. At every review, the policy will be approved by governing body and principal

## 7. Standard Forms, Letters and Relevant Document

### Appendix 1: Curriculum map

Links to DfE guidance

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)



## Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	N/A No year 3 students	Healthy Me; To discuss what a healthy friendship looks like and how we can manage this. To then begin looking at dynamics in friendship groups and how people may be the 'leader' etc. Discussing the health implications of smoking and drinking.	Jigsaw <a href="#">Yr3 04 Healthy Me.pdf</a>
Year 3	N/A No year 3 students	Relationships; This topic will look a friendships and how to make friends. We will also look at how to maintain a friendship when we have fallen out and who we can go to, to manage this. To discuss old friendships and how they ended or long distance friendships and how we can maintain these from this distance.	Jigsaw <a href="#">Yr3 05 Relationships.pdf</a>
Year 4	Spring 2 Primary 2	Healthy Me ; To discuss what a healthy friendship looks like and how we can manage this. To then begin looking at dynamics in friendship groups and how people may be the 'leader' etc. Discussing the health implications of smoking and drinking.	Jigsaw <a href="#">Yr4 04 Healthy Me.pdf</a>
Year 4	Summer 1 Primary 2	Healthy Me; To discuss what a healthy friendship looks like and how we can manage this. To then begin looking at dynamics in friendship groups and how people may be the 'leader' etc. Discussing the health implications of smoking and drinking.	Jigsaw <a href="#">Yr4 05 Relationships.pdf</a>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<p>Changing Me :</p> <p>To understand that some of our personal characteristics have come from our birth parents and that this happens because we are made from the joining of their egg and sperm. To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. To know how the circle of change works and can apply it to changes we want to make in our lives. To identify changes that have been and may continue to be outside of our control. To identify what we can look forward to when in Year 5.</p>	<p>Jigsaw</p> <p><a href="#">Yr4 06 Changing Me.pdf</a></p>

Year 5	This will be taught next year as have a mixed year 4/ 5 class.	<p>Healthy Me; To discuss what a healthy friendship looks like and how we can manage this. To then begin looking at dynamics in friendship groups and how people may be the 'leader' etc. Discussing the health implications of smoking and drinking.</p>	<p>Jigsaw</p> <p><a href="#">Yr5 04 Healthy Me.pdf</a></p>
Year 5	This will be taught next year as have a mixed year 4/ 5 class.	<p>Relationships; This topic will look a friendships and how to make friends. We will also look at how to maintain a friendship when we have fallen out and who we can go to, to manage this. To discuss old friendships and how they ended or long distance friendships and how we can maintain these from this distance.</p>	<p>Jigsaw</p> <p><a href="#">Yr5 05 Relationships.pdf</a></p>

Year 5	This will be taught next year as have a mixed year 4/ 5 class.	<p>Changing Me :</p> <p>To be aware of our own self-image and how our body image fits into that. To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. To describe how boys' and girls' bodies change during puberty . To understand that sexual intercourse can lead to conception and that is how babies are usually made and also understand that sometimes people need IVF to help them have a baby. To identify what we are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). To identify what we are looking forward to in Year 6.</p>	<p>Jigsaw</p> <p><a href="#">Yr5 06 Changing Me.pdf</a></p>
Year 6	Spring 2	<p>Healthy Me –</p> <p>Students know the impact of food on the body, e.g. creating energy, giving comfort and altering mood. Students know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Students know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. Students understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p>	<p>Jigsaw</p> <p><a href="#">Yr6 04 Healthy Me.pdf</a></p>
Year 6	Summer1	<p>Relationships; Students can identify the most significant people to be their my life so far. Students know some of the feelings we can have when someone dies or leaves. Students understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Students understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</p>	<p>Jigsaw</p> <p><a href="#">Yr6 05 Relationships.pdf</a></p>
Year 6	Summer2	<p>Changing Me; Students aware of my own self-image and how my body image fits into that. Students can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Students can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Students can identify what I am looking forward to and what worries them about the transition to secondary school.</p>	<p>Jigsaw</p> <p><a href="#">Yr6 04 Healthy Me.pdf</a></p>

Year 7	Autumn 1	New Challenges; The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)	Is this a positive or negative relationship survey, what does a positive and negative relationship look like worksheet.
Year 7	Autumn 2	Building positive relationship; To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.	<p>PPT on respect, Respect scenarios and what does respect mean worksheet. Bullying PPT, what does bullying look like worksheet, bullying and scenarios and question worksheets, rude mean or bully sheet.</p> <p>Cyberbullying PPT.</p> <p>Ted's story of domestic abuse, Eliza's story of domestic abuse, how to make a safe plan for a witness for domestic abuse.</p>
Year 7	Spring 1	<p>Informed, safe and well; The importance of and ways of taking increased responsibility for this own physical health and personal hygiene.</p> <p>To manage growth and change as normal parts of growing up (including consolidation and reinforcement of key stage 2 learning on puberty, human reproduction, pregnancy and physical and emotional changes of adolescence).</p>	<p>Brooks puberty handout, girls and boys puberty e-book, puberty and how our body changes,</p> <p>Personal hygiene sheets, hygiene card sort, puberty hygiene PPT</p>

Year 8	Autumn 1	<p>Fairness and Friendships; To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online-via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p> <p>The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them.</p> <p>To recognise peer pressure and have strategies to manage it; to recognise 'group think'(where the cohesion of group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p> <p>That relationships can cause strong feeling and emotions (including sexual attraction) Different types of relationships, including those with families, friendships and the factors that can affect Different types of relationships, including those with families, friendships and the factors that can affect these (including age, gender, power and interests).</p>	<p>PPT on Friendship, Friend quiz, friend word search, What is a friend activity, are you a good friends sheet.</p> <p>Keeping friends sheet, making new friends sheet, How can I be a friend sheet.</p> <p>Good and bad relationships sheet.</p> <p>Rise above bullying pack, Twinkl bullying pack, Bullying or friendship issues PPT, questions about bullying.</p> <p>Friendship peer pressure sheet, PPT how are we influenced by our friends, PPT peer pressure, Peer pressure choices sheet, peer pressure scenarios, peer pressure questionnaire.</p> <p>Be smart online PPT, Cyberbullying gone too far PPT, Cyberbullying PPT, Internet safety sheet, online /offline friends Venn diagram sheet.</p> <p>Different types of relationships worksheet.</p>
Year 8	Autumn 2	<p>Family changes; The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and brining up children. les and responsibilities of parents, carers and children in families.</p>	<p>Different types of family information and worksheet.</p> <p>Happy families diamond 9, Positive family poem sharing chores fair or not fair, family rules.</p> <p>Parental responsibilities worksheet.</p> <p>What happens when relationships break down sheet, dealing with family conflict, conflict worksheet.</p> <p>Facts about divorce sheet, copying with divorce sheet, divorce starter quiz, divorce what it feel like sheet.</p>

Year 8	Spring 1	Risks and consequences; The safe and responsible use of information communication technology (including safe management of own and others' personal data including images).	The respect programme –safe surfing, safer internet day quiz, Internet and phone safety prompt cards.
Year 8	Summer 1	<p>Respect and responsibility; About the unacceptability of sexist, homophobic, biphobia, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.</p> <p>The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities.</p>	<p>Respect PPT, worksheet how to show respect,</p> <p>Boys in skirts protest, gender stereotypes PPT, video the boy in a dress</p>
Year 9	Autumn 1	<p>Understanding relationships; The similarities and differences and diversity among people of different race, culture ability, disability, sex, gender, identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities.</p> <p>About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.</p>	<p>Challenging stereotypes, I am Sam education pack, Stereotyping PPT.</p> <p>Gender identity PPT and handout, Gender stereotypes, stop sexual bullying PPT, information on non-binary identities.</p>

Year 9	Summer 2	<p>Looking ahead; Testicular self-examination.</p> <p>Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha and cannabis.</p> <p>The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and addiction'.</p> <p>The law relating to the supply, use and misuse of legal and illegal substances.</p> <p>How to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance abuse.</p> <p>When the sharing of explicit images may constitute a serious criminal offence.</p> <p>About contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships.</p> <p>That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs.</p> <p>To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationship and sex in pornography).</p> <p>About the law in relation to consent(including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).</p> <p>How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent. To acknowledge and respect the right not to have intimate relationship until ready.</p> <p>About readiness for sex and the benefits of delaying sexual activity.</p> <p>Consider different levels of intimacy and their consequences.</p>	<p>Card sort</p> <p>Sexting safe 4 me education pack, Year 9 sexting PPT, consent information sheet and PPT.</p> <p>Brook contraception handout, contraception PPT, contraception example pack, contraception information card pack.</p> <p><u><a href="#">Breast and testis models, breast cancer quiz, education packs from coppafeel.org and cancer uk.</a></u></p>
Year 10	Autumn 2	<p>3.Young people and the law; To manage unwanted attention in a variety of contexts (including harassment and stalking).</p>	<p><u><a href="#">What counts as harassment and stalking? [Criminal law explainer] - YouTube</a></u></p> <p>Information and PPT on laws surrounding harassment and stalking and where to get help.</p>

Year 10	Summer 2	<p>Relationships; About the impact of domestic abuse (including harassment and stalking).</p> <p>To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse and violence including 'honor' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.</p> <p>The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks.</p> <p>To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group setting such as gangs) and the skills and strategies to respond appropriately or access support.</p> <p>About accessing and the correct use of contraception (including emergency contraception) negotiating condom use.</p> <p>To recognise the impact of drugs and alcohol on choices and sexual behaviour.</p> <p>About checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS.</p> <p>The characteristics and benefits of positive, strong, supportive, equal relationships.</p> <p>About the concept of consent in relevant, age-appropriate contexts building on Key stage 3. How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p> <p>To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism).</p> <p>That living together, marriage and civil partnership are ways that people freely and without coercion, demonstrate their commitment to each other.</p> <p>The characteristics and benefits of positive, strong, supportive, equal relationships Sexual readiness for sex.</p>	<p>Relationship card sorting task, Tea and consent Consent and sex rise above Disrespect NoBody consent STI PPT, STI booklets, Contraception resource family planning box</p> <p>Disrespect NoBody relationship abuse</p> <p>Disrespect NoBody sharing sexual images</p> <p>CEOP and Think you Know resources</p>
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## 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"> <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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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>
Being safe	<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>

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

TOPIC	PUPILS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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>
Being safe	<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
Intimate and sexual relationships, including sexual health	<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	