

# Relationships and Sex Education Policy

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## 1. Monitoring & Review

The Head Teacher 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 one year from the date of approval shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Melanie Higgs

Head Teacher

May 2022

## 2. Purpose

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

## 3. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims above are in line with our school Ethos. These are the core values that underpin a future where our students are fully included and respected in society: **T**wo-way respect, **R**esilience, **U**nderstanding, **S**elf- Belief and **T**eamwork.

## 4. Statutory Requirements

In primary, the Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

In secondary, we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

In teaching Relationships Education and RSE, Home Tree School ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

## 5. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Student Consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 6. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 7. 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/carers, students and staff, considering the age, needs and feelings of students. If students 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.

## 8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

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

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

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

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).

## Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with the school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Cambian Home Tree School ensures these requirements are met through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

## Confidentiality

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

## 9. Roles and Responsibilities

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

The Deputy Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

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 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 Head Teacher.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

## 10. Parents' Right to Withdraw

Parents/carers have the right to withdraw their children from the [non-statutory/nonsense] components of sex education within RSE up to and until 3 terms before the child turns 16. After

this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found provided adhering to this policy and addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the student's educational record. The Head Teacher will discuss the request with parents/carers and take appropriate action.

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

## 11. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE Coordinator during accountability meetings.

The Deputy Head Teacher and PSHE Co-ordinator will also invite visiting speakers and support agencies in to school, such as sexual health professionals, to provide support and training to staff teaching RSE.

## 12. Monitoring Arrangements

The delivery of RSE is monitored by the Deputy Head Teacher and PSHE Co-ordinator through the Quality Assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

Students' development in RSE is monitored by class teachers through discussion and formative assessment and summative assessment.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

## 13. Appendix 1: Curriculum Overview

### Key Stage 2

Students at KS2 follow lessons. This allows them to keep up to date with headlines from around the world and think carefully about what affects them and the effect they have on others. Learning in KS2 is supplemented by teachers designing lessons that cover the Statutory Requirements for Relationships Education. They will learn about:

Year 3	Friendships:  Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing:  Expressing and managing every day feelings; Seeking support for self or others	Staying safe:  Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing:  Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health:  Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities:  Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	Friendships:  Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities:  What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic wellbeing:  Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Families:  Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing:  Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy:  Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	Respect and bullying:  Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing:  Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe:  Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers:  Career types; challenging career stereotypes; Enterprise project	Substances:  Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active:  Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing

Year 6	Personal Identity:  What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks;	Puberty and reproduction:  Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene:  Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an	Managing change:  Developing friendship skills; Changing and ending, friendships; Managing change, loss and bereavement; Sources of support	Media literacy:  How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content.	Friendships and staying safe:  Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online
			emergency; Vaccination and immunization			

### Key Stages 3 and 4

Due to the nature of the young people within our school, each young person comes with SEND, past traumas and individual issues. With these issues in mind each of the students are placed into groups rather than year groups based upon their needs. All groups have a bespoke PSHE and RSE program developed with their risk assessments and individual past history in mind reflected on past trauma or missing educational input. A group Aspire requires a more bespoke programme promoting healthy relationships due to emotional maturity, past trauma or to bridge the gap of missing knowledge and education. Aspire will also have 1:1 sessions weekly to enable them to be able to have a more in depth intervention. Each group also has the benefit of a member of the clinical team in the room to be able to monitor the emotional impact of the topics being discussed.

These topics are taken from the National Curriculum and supported by the PSHE Association as well as the Statutory Guidance for RSE teaching and has been adapted to suit the level of needs for our students. . The programme of study is as follows:

Aspire	Relationships <ul style="list-style-type: none"><li>• Changing friendships</li><li>• online safety</li><li>• hurtful behaviour</li><li>• features of a healthy relationship</li><li>• resolving conflict</li><li>•</li></ul>	Being yourself <ul style="list-style-type: none"><li>• Pride</li><li>• Facial expressions</li><li>• Express yourself</li><li>• Being assertive</li><li>• Internet safety</li><li>• Making it right</li></ul>	Health & wellbeing <ul style="list-style-type: none"><li>• My body, my choice</li><li>• Fit as a fiddle</li><li>• Good night, good day</li><li>• Cough, splutter and sneeze</li><li>• Drugs, harmful or healing</li><li>• Choices everywhere</li></ul>	Living in the Wider World <ul style="list-style-type: none"><li>• Living in the British Isles</li><li>• Democracy</li><li>• Rules, laws and responsibilities</li><li>• Liberty</li><li>• Tolerance and respect</li><li>• What does it mean to be British</li></ul>	Relationships (RSE) <ul style="list-style-type: none"><li>• Human reproduction</li><li>• Changes in boys,</li><li>• Changes in girls</li><li>• Changing emotions</li><li>• Relationships and families</li></ul>	Health & Wellbeing <ul style="list-style-type: none"><li>• Responsibility</li><li>• Risks</li><li>• Making up your mind</li><li>• In an emergency</li><li>• Home – safe and sound</li><li>• Outdoor safety</li></ul>
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					<ul style="list-style-type: none"> <li>Where do I come from?</li> </ul>	
Empower & Engage	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Aspirations</li> <li>Self-esteem</li> <li>Wants and needs</li> <li>Prejudice and discrimination</li> <li>Radicalisation</li> <li>Preventing radicalisation</li> <li>Safe social media</li> </ul>	<p><b>Living in the Wider World 2</b></p> <ul style="list-style-type: none"> <li>Budgeting</li> <li>Personal budgeting plan</li> <li>Savings, Loans and interest</li> <li>Money and Finance</li> <li>Ethical consumers</li> </ul>	<p><b>Relationships RSE</b></p> <ul style="list-style-type: none"> <li>Friendships and bullying.</li> <li>Different families</li> <li>Love and dating</li> <li>Bullying Banter</li> <li>Healthy relationships.</li> <li>British citizen</li> </ul>	<p><b>Healthy Lifestyles.</b></p> <ul style="list-style-type: none"> <li>What is a healthy lifestyle</li> <li>Balanced diet</li> <li>How do I know if I am eating healthy?</li> <li>Consequences of not living healthy.</li> <li>Energy drinks</li> <li>Committing to a healthy lifestyle</li> </ul>	<p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>depression</li> <li>self-awareness</li> <li>Puberty</li> <li>Periods</li> <li>FGM</li> </ul>	<p><b>RSE</b></p> <ul style="list-style-type: none"> <li>Consent</li> <li>Contraception</li> <li>Porn</li> <li>Sexting</li> <li>STI's</li> <li>Male Body Image</li> <li>Domestic Conflict</li> </ul>
Excel	<p><b>HEALTH &amp; WELLBEING</b></p> <ul style="list-style-type: none"> <li>How can we manage our time effectively to help us succeed?</li> <li>Can tattoos &amp; piercings be dangerous?</li> <li>Suicide-why do people do it &amp; what are the warning signs?</li> <li>How can we manage grief &amp; bereavement?</li> <li>How can we manage anxiety?</li> <li>Why do some people</li> </ul>	<p><b>HEALTH &amp; WELLBEING</b></p> <ul style="list-style-type: none"> <li>What are hate crimes &amp; why do they still happen?</li> <li>What is binge drinking, what are the risks &amp; why do people still do it?</li> <li>Study skills: The power of memory.</li> <li>Social Media &amp; Self-esteem</li> <li>Internet safety-the dangers of excessive screen time.</li> <li>How can we take steps to live more sustainably? (Carbon footprint)</li> </ul>	<p><b>LIVING IN THE WIDER WORLD</b></p> <ul style="list-style-type: none"> <li>What is fake news &amp; why do we need critical thinking skills?</li> <li>Antisocial behaviour, why do people do it &amp; what are the consequences?</li> <li>Successfully prepare for work experience.</li> <li>What rights &amp; responsibilities do we have in the workplace?</li> <li>What is money laundering &amp; why are some students taken in by this crime?</li> <li>What are employers looking for in CV's?</li> </ul>	<p><b>LIVING IN THE WIDER WORLD</b></p> <ul style="list-style-type: none"> <li>How does the criminal justice system work?</li> <li>What is overt &amp; covert racism?</li> <li>Why do some religious people become terrorists?</li> <li>Why pursue a career in the STEM industries?</li> <li>How do we choose a career that suits our personality, ambition &amp; qualifications?</li> <li>Crime, gangs &amp; County Lines</li> </ul>	<p><b>RELATIONSHIPS (RSE)</b></p> <ul style="list-style-type: none"> <li>Same sex relationships (LGBT+)</li> <li>What are forced &amp; arranged marriages-what do we need to know?</li> <li>Gender &amp; Trans identity LGBT+</li> <li>How can we manage conflict successfully?</li> <li>Why do sexism, gender prejudice &amp; stereotypes still exist?</li> </ul>	<p><b>RELATIONSHIPS (RSE)</b></p> <ul style="list-style-type: none"> <li>Why do we still need an International Women's Day?</li> <li>Revenge porn-what is this &amp; how can we prevent ourselves from being victims?</li> <li>Do we have healthy or unhealthy relationships with our role models?</li> </ul>

	become homeless & why is homelessness on the increase?				<ul style="list-style-type: none"> <li>• What is community cohesion &amp; why is this important? (British values)</li> <li>•</li> </ul>	
Achieve	Careers <ul style="list-style-type: none"> <li>• The Right career for me</li> <li>• Employability skills</li> <li>• Careers in STEM</li> <li>• Preparing for work experience</li> <li>• Rights and responsibilities</li> <li>• Women's rights</li> <li>• Human rights access to education</li> </ul>	British Values <ul style="list-style-type: none"> <li>• Criminal justice</li> <li>• Antisocial behaviour</li> <li>• Crime, gangs and criminal justice</li> <li>• Money laundering</li> <li>• Terrorism</li> <li>• Overt and covert racism</li> <li>• Celebrating diversity</li> <li>•</li> </ul>	RELATIONSHIPS (RSE) <ul style="list-style-type: none"> <li>• Managing conflict</li> <li>• Forced marriages</li> <li>• Bullying body shaming</li> <li>• Revenge porn</li> <li>• Relationship types &amp; sexuality.</li> <li>• What is Chem sex &amp; what do we mean when we talk about safe sex?</li> </ul>	RELATIONSHIPS (RSE) <ul style="list-style-type: none"> <li>• Same sex relationships</li> <li>• Gender and trans identity</li> <li>• What is good sex?</li> <li>• Relationship break ups.</li> <li>• Consent and rape</li> </ul>	RELATIONSHIPS (RSE) <ul style="list-style-type: none"> <li>• Managing grief</li> <li>• suicide</li> <li>• social anxiety</li> <li>• self-esteem</li> <li>• Internet safety</li> <li>• Making ourselves and others feel positive.</li> </ul>	Preparing for the wider world <ul style="list-style-type: none"> <li>• Time management</li> <li>• Living more sustainably</li> <li>• Homelessness</li> <li>• Hate crimes</li> <li>• Tattoos and piercings</li> <li>• Binge drinking</li> </ul>

## 14. 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</li> </ul>

	<p>repaired or even strengthened, and that resorting to violence is never right</p> <ul style="list-style-type: none"> <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>
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           <ul style="list-style-type: none"> <li>□ Practical steps they can take in a range of different contexts to improve or support respectful relationships, the conventions of courtesy and manners</li> </ul> </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> </ul>

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

## 15.Appendix 3: 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.</li> <li>□ 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> </ul> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g.</p> <ul style="list-style-type: none"> <li>□ 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> </ul> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>
	<ul style="list-style-type: none"> <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>

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 <ul style="list-style-type: none"> <li>□ What to do and where to get support to report material or manage issues online</li> </ul> </li> </ul> <p>The impact of viewing harmful content</p>
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	<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> <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>
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> </ul>

Topic	Pupils Should Know

	<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><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>
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## 16.Appendix 4: Parent Form: Withdrawal from Sex Education within RSE

To be completed by Parents/Carers			
Name of Child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent Signature	
Parent Print Name	
Date	

To be completed by the School	
Agreed actions from discussion with parents	
Teacher Signature	

Teacher Print Name	
Date	