Policy and Procedure on

Relationships and Sex Education Policy

Southlands School

Policy Author / Reviewer	Jess Holloway
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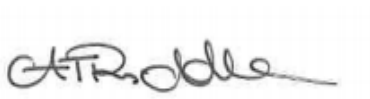
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1. Monitoring and Review

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
May 2025

Jess Holloway
Head of Education
May 2025

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
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.
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 the updates from 2021. It 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 Southlands School 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 Southlands School.

4.3 To ensure that individuals in our care 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 and formal 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 program 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.

- To ensure that the needs of all pupils are met and that all pupils understand the importance of equality and respect.

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 schools.

Policy development

This policy has been developed in consultation with staff, pupils and parents.

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 , as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Our school Curriculum Map, shows the progression through KS2-4.

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).

The PSHE program used at Southlands School is through JIGSAW, which follows the national guidelines and is updated regularly to meet any new regulations. SRE is addressed through 2 units within each year group entitled 'Changing Me' and 'Relationships'. Each year group builds on prior knowledge and understanding.

If a need is identified pupils can also receive more bespoke, stand-alone sex education sessions delivered by the school nurse or an appropriate member of staff.

SRE KS2:

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 2 (year 5/6)

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

SRE KS3 (Years 7-9)

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 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.

KS4 (years 10-11)

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.

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

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 Principal and Head of Education

The Principal and Head of Education are responsible for ensuring that RSE is taught consistently across the school, and for managing parental requests to withdraw pupils from non-statutory/non-science components of RSE.

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.

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, Head of Education, 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 SLT through:

- Planning scrutiny

- Learning walks

- Lesson observations

- Book scrutiny

Pupils' development in RSE is monitored by the PDL teacher, 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)](www.gov.uk)

JIGSAW Curriculum Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self -image? Coping during times of change My changing ways of thinking Manging my changes in mood Moving forwards into my next year of education
7-8	Responsible choices Seeing things from others' perspectives	Recognising how words can be hurtful Giving and receiving compliments	overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	important online and off line scenarios Respect for myself and others Healthy and safe choices	affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Preparing for transition

Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(Updated August 2024)

Year/Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, self expression, influences, body image

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
Year 11 (15-16)	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health	Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	• How to recognise and report feelings of being unsafe or feeling bad about any adult
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so
	• Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships
	• How these relationships might contribute to human happiness and their importance for bringing up children
	• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	• Why marriage is an important relationship choice for many couples and why it must be freely entered into
	• The characteristics and legal status of other types of long-term relationships
	• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	