



Relationships and sex education policy

This policy was originally developed on 14/2/2020 and adopted on

Lead Officer: Mr W Sprenkel

Review Date: Autumn 2022

Abbreviations used in this policy:

RSE – Relationships and sex education

EPiC – Ethics and Philosophy in Culture

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1. Aims

Relationships and Sex Education is an integral part of Plymstock School's commitment to supporting the development of the 'Whole Person'.

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

- 1.1 Provide a framework in which sensitive discussions can take place
- 1.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of
- 1.3 health and hygiene
- 1.4 Help pupils develop feelings of self-respect, confidence and empathy
- 1.5 Create a positive culture around issues of sexuality and relationships
- 1.6 Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

- 2.1 As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- 2.2 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 2.3 At Plymstock School we teach RSE as set out in this policy. This policy pays due regard to the trust funding agreement.

3. Policy development

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

- 3.1 Review – a working group pulled together all relevant information including relevant national and local guidance
- 3.2 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3.3 Parent/stakeholder consultation – parents and stakeholders were provided with the policy and invited to make recommendations
- 3.4 Pupil consultation – we investigated what exactly pupils want from their RSE
- 3.5 Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

5. Curriculum

- 5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
- 5.2 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.

6. Delivery of RSE

- 6.1 RSE is taught within the Life Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in EPiC lessons (Ethics and Philosophy in Culture.) Many aspects of RSE are also delivered discreetly in other subject areas. (See appendix 1 part 2)
- 6.2 Trained health professionals are invited to support the delivery of our RSE curriculum where practicable.
- 6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - 6.3.1 Families
 - 6.3.2 Respectful relationships, including friendships
 - 6.3.3 Online and media
 - 6.3.4 Being safe
 - 6.3.5 Intimate and sexual relationships, including sexual health
- 6.4 For more information about our RSE curriculum, see Appendices 1 and 2.
- 6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- 7.3.1 Delivering RSE in a sensitive way
- 7.3.2 Modelling positive attitudes to RSE
- 7.3.3 Responding to the needs of individual pupils
- 7.3.4 Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non science components of RSE
- 7.3.5 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE Co-ordinator - Mrs L Dover (ldover@plymstockschool.org.uk)

RSE Senior Leadership Team Link – Mr W Sprenkel (wsprenkel@plymstockschool.org.uk)

Governor with responsibility for RSE – TBC

7.4 Pupils

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

8. Parents' right to withdraw

- 8.1 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 8.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- 8.3 A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action to ensure that the student that has been withdrawn is supervised during withdrawal from the lesson.
- 8.4 Appropriate and purposeful work will be given to pupils who are withdrawn from sex education.

9. Training

- 9.1 Staff are trained to deliver RSE as part of their induction and RSE is included as part of our continuing professional development calendar.
- 9.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

- 10.1 The delivery of RSE is monitored as part of the whole school quality assurance process including Learning Walks and Work Scrutiny.
- 10.2 This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7 Life Education	1	Risk and Risks to Health <ul style="list-style-type: none"> • I understand that there are different risks to my health and wellbeing. • I know where to go and how to ask for help. • I understand the different physical risks to my health. I know how to make choices to stay safe. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	1	Positive Relationships <ul style="list-style-type: none"> • I can identify the qualities of positive friendships • I can describe strategies for dealing with challenges in friendships • I can explain where and how to access support and help, including from professionals. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	1	Healthy Relationships <ul style="list-style-type: none"> • I can identify healthy and unhealthy relationship behaviours • I can describe the consequences of different relationship communication styles • I can demonstrate active listening and assertiveness skills 	Medway RSE Programme Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7 Life Education	1	<p>Negative Relationships / Bullying</p> <ul style="list-style-type: none"> • I know the different types of bullying • I understand the effects of bullying • I know what to do if I am being bullied. • I know different ways of dealing with bullying • 	Medway RSE Programme Resources
7 Life Education	2	<p>Puberty –Puberty</p> <ul style="list-style-type: none"> • I know that I will experience puberty and what to expect. • I can describe the main physical and emotional changes experienced during puberty • I understand that feelings will change as I grow and mature • I know about ways to manage these changes • I can evaluate how emotional changes may affect my relationships during puberty • I have strategies for managing the emotional changes experienced during puberty 	Medway RSE Programme Resources
7 Life Education	2	<p>Consent</p> <ul style="list-style-type: none"> • I can explain what consent means, both legally and ethically, and why it is so important. • I can identify signs of when someone is consenting and when they are not. • I can describe how consent is sought, given and not given in a healthy relationship. • I can give reasons why most young people do not have sex until after they have passed the age of consent 	Medway RSE Programme Resources
7 Life Education	3	<p>Healthy Body</p> <ul style="list-style-type: none"> • I understand what 'being healthy' means. • I understand the importance of healthy routines in life. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7 Life Education	3	Body Image <ul style="list-style-type: none"> • I understand the link between media and body image • I have reflected on how I feel about my own body image and why 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	3	Diet <ul style="list-style-type: none"> • I understand the importance of a balanced diet and exercise. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	4	Personal Hygiene <ul style="list-style-type: none"> • I know what 'personal hygiene' is and how to look after my body. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	4	Drugs (Alcohol, Smoking & Illegal drugs) <ul style="list-style-type: none"> • I can explain what a drug is. • I can explain some of the risks involved with taking illegal drugs • I understand what influences my opinions and beliefs of drug use and how they can differ from reality. • I know some key facts about young people's drug use in the UK. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
7 Life Education	4	Emotional Health & Resilience <ul style="list-style-type: none"> • I can identify negative expressions and attitudes which affect the confidence of boys and girls. • I understand what empowerment means • I have researched my role models and can explain how they have tackled failure and overcome setbacks to achieve their goals. 	Lesson Plan Powerpoint Presentation Student Activities/Worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8 Life Education	3	<p>Sexual Orientation</p> <ul style="list-style-type: none"> • I can explain the difference between sexual orientation and gender identity • I can identify and challenge homophobic, biphobic and transphobic behaviour 	Medway RSE Programme Resources
8 Life Education	3	<p>Relationship Values</p> <ul style="list-style-type: none"> • I can reflect on my values around relationships • I can identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended • I can suggest safe and constructive ways of ending a relationship 	Medway RSE Programme Resources
8 Life Education	3	<p>Consent</p> <ul style="list-style-type: none"> • I can explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal. • I am able to explain how to ask someone for their consent without putting them under pressure. • I can demonstrate understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it. 	Medway RSE Programme Resources
8 Life Education	4	<p>Contraception</p> <ul style="list-style-type: none"> • I can explain what is meant by contraception • I can explain how and why condoms are used • I can explain how and why the contraceptive pill is used • I can explain where and how to get contraception and advice on contraceptives 	Medway RSE Programme Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8 Life Education	4	Parenting <ul style="list-style-type: none"> • I can describe some of the consequences of being a parent • I can evaluate the qualities required to be a good parent • I can explain the complexities of parental choices 	Medway RSE Programme Resources
8 Life Education	4	Emotional Health & Resilience <ul style="list-style-type: none"> • I understand the difference between a fixed mindset and a growth mind set. • I can begin to recognize the limitations society tries to impose and understand they are not a barrier to ambition and achievement. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
9 Life Education	4	Starting out in romantic relationships <ul style="list-style-type: none"> • I can justify my opinion on whether something is a positive or negative way to act on first contact or early in relationships • I can list questions which help a person to assess their readiness for sex 	Medway RSE Programme Resources
9 Life Education	4	Capacity to consent <ul style="list-style-type: none"> • I can explain how and why it is wrong to assume someone is giving consent • I can state the legal definitions of freedom and capacity to consent, and can describe the ethical considerations • I can explain that for someone to try to make another person more vulnerable • or to mislead that person to make them trust them is wrong, and can be a very serious crime 	Medway RSE Programme Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9 Life Education	4	<p>Sexually Transmitted Infection (STIs)</p> <ul style="list-style-type: none"> • I can list some of the main STIs, their symptoms and consequences • I can explain what someone should do if they have had unprotected sex or are worried they might have an STI • I can name the contraceptive methods which provide some protection against STI infection 	Medway RSE Programme Resources
9 Life Education	5	<p>Contraception</p> <ul style="list-style-type: none"> • I can name the main types of contraception and how they work to prevent conception and/or protect against STIs • I can describe when, where and how to access contraception, and how to seek help in event of contraception failure • I can apply my knowledge of contraception to discuss the best contraceptive <p>Extension – Condom Negotiation</p> <ul style="list-style-type: none"> • I can describe or demonstrate how to use a condom safely and I know where and how to get them • I feel confident I can positively negotiate condom use within a relationship options in a range of scenarios 	Medway RSE Programme Resources
9 Life Education	5	<p>Unplanned pregnancy</p> <ul style="list-style-type: none"> • I can reflect on my own and others' feelings and beliefs about the options available in the event of an unplanned pregnancy • I can explain the factors which can affect decisions concerning an unplanned pregnancy • I know how to access reliable sources of help if I, my partner or someone close to me has an unplanned pregnancy 	Medway RSE Programme Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9 Life Education	5	Relationship expectations <ul style="list-style-type: none"> • I can justify my views around expectations in relationships • I can explain the issues around the sharing sexual images • I can explain how pornography can distort relationship expectations and learn strategies to manage those expectations 	Medway RSE Programme Resources
9 Life Education	6	Alcohol <ul style="list-style-type: none"> • I understand the risks of underage drinking and excessive drinking and the effects they have. I know how to access local health services. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
9 Life Education	6	Smoking <ul style="list-style-type: none"> • I understand the risks of smoking and the effects it has. • I know how to access local health services. 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
9 Life Education	6	Drugs <ul style="list-style-type: none"> • I know the different types of drugs and how they are categorized in the UK. • I understand the risks of taking drugs and the effects they have. • I know how to access local health services 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets
9 Life Education	6	Emotional Health and Resilience <ul style="list-style-type: none"> • I understand that failure is part of life and that the important thing is to recover from it. • I can explain why failure is linked to learning. • I will develop strategies to help me recover from failing 	Lesson Plan Powerpoint Presentation Student Activities/ Worksheets

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10 Relationships & Sex Education (RSE)	1-6	<p>2020-21 COVID Recovery Curriculum (Covering key content not suitable for online learning during Lockdown)</p> <p>Lessons:</p> <ul style="list-style-type: none"> • Transitions, New Challenges & Coping with Change • Reframing negative thinking • Recognising mental ill health • Promoting emotional wellbeing • Healthy Sleep • Capacity to consent • Preventing STIs • Contraception • Unplanned Pregnancy • Relationship Expectations <p>To be reviewed & updated Spring 2021</p>	<p>Lesson Plans</p> <p>Powerpoint Presentations</p> <p>Student Activities/ Worksheets</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11 Relationships & Sex Education (RSE)	1-5	<p>2020-21 COVID Recovery Curriculum</p> <ul style="list-style-type: none"> • Transitions, New Challenges & Coping with Change • Reframing negative thinking • Recognising mental ill health • Promoting emotional wellbeing • Planning for the future <p>Year 11 RSE Curriculum (Delivered from Spring 2021)</p> <p>Lessons:</p> <ul style="list-style-type: none"> • Unhealthy Relationships • Relationships, Consent, Ethics and the Law • Sexual Health • Reproductive Health • Gender and Sexual Equality • Pornography <p>To be reviewed & updated Spring 2021</p>	<p>Lesson Plans</p> <p>Powerpoint Presentations</p> <p>Student Activities/ Worksheets</p>

RSE in the Whole School Curriculum

Relationships Education

ALL STUDENTS (Y7-11)

OPTIONAL SUBJECTS

Families	History	History -Trustworthy sources of information
	Drama	Romeo & Juliet – Families – positive & negative (Y8) Blue Remembered Hills (Y9)
	EPiC/Religious Studies	Types of family, Roles of Men & Women, Nature & Purpose of marriage, Humanist attitudes, marriage outside religion, cohabitation, adultery, why marriages fail, divorce, separation, arranged marriages, sexual relationships (Y10)
	English	GCSE Macbeth – Abusive relationships – Macbeth and Lady Macbeth GCSE An Inspector Calls – Roles and responsibilities of parents – Birling family GCSE Love and relationship poetry - Range of stable and dysfunctional relationships (abusive relationships, suffering loss etc) GCSE A Christmas Carol – Crachits – positive family relationships
	Sociology	Families & Households –relationship of family to social structure & social change, Changing patterns of marriage, cohabitation, separations, divorce, childbearing, gender & domestic labour, nature of childhood (Y12)
Respectful Relationships (including Friendships)	PE	ME in Plymstock School PE
	History	Who are the British? (Y7) Gender Stereotypes (Y8) Civil Rights Movement (Y9) Treatment of the Jews (Y10)
	Drama	Romeo & Juliet – Friendships & Respect (Y9)
	EPiC/Religious Studies	Equality & Respect, Hate Crime, Apartheid (Y9) Human Rights, Good & Evil (Y9 Y10 Y11)

	MFL	Cultural Stereotyping (Y7-13)
	English	GCSE An Inspector Calls – Gerald’s and Eric’s relationship with Eva Smith. Power dynamics and sexual violence. GCSE English Language – writing about relationships in creative writing tasks.
	Business Studies	Working relationships – work place rules and employment law (Y11)
	Health & Social Care	Rights, values of care, legislation including the Equality Act (Y11) Discriminatory Practice including neglect & abuse (Y12)
	Psychology	Relationships (Y12/13)
	Criminology	Unit 1 Domestic Violence, Honour killings, ‘Dark side of family’ (Y12)
Online & Media	History	Domesday – Using knowledge & media as forms of control (Y7) Propaganda (Y8 & Y10)
	Computing/ICT	E-safety – communicating online, hiding identity online (Y7) Cloud computing and ways of communicating (Y8) Cultural, Economic, Legal & Environmental issues in computing (Y10-13)
	Business Studies	Market Research, Digital Footprint, Data Collection using social media (Y10)
Being Safe	EPiC/Religious Studies	Relationships - Sexual Consent, Rape (Y10)
	English	GCSE An Inspector Calls – Eric and Eva – suggested issues with consent.
	Health & Social Care	Sexual Health & Reproduction – Investigation into Consent Legislation (Y13)
	Drama	Devised Stimulus Performance (Y10-11 2019-10)
	Criminology	Unit 1 Domestic Violence,
Intimate and sexual relationships including sexual health	EPiC/Religious Studies	Relationships – Fidelity, promiscuity, purpose of sex, attitudes to sex, contraception, attitudes to contraception, family planning, chastity, celibacy, same sex relationships (Y10 EPiC) Abortion/ProLife/Pro Choice (Y11 Full course)

	Science	Facts about reproductive health, fertility, impact of lifestyle on fertility (Y7) Puberty & Menstrual Cycle, Controlling fertility – oral contraceptives, barrier contraceptives, sterilization, abstinence (Y10) Bacterial Diseases including gonorrhoea, Viral diseases including HIV – transmission and treatment (Y10) Communicable diseases HIV/Aids (Y12)
	Health & Social Care	Sexual Health & Reproduction – STIs, Methods of contraception, pregnancy, birth, parenting in the first year (Y13)
Health Education		
Mental Wellbeing	PE	ME in Plymstock School PE , Health & Wellbeing (GCSE)
	MFL	Staying Health – Exercise & Diet (Y9-11)
	English	GCSE Macbeth-GCSE -Lady Macbeth’s mental breakdown GCSE poetry – coping with loss and the ending of relationships; psychological impact of relationships
	Business Studies	Motivation in the workplace (Y10)
	Science	Biology – Mental Ill Health (Y12)
	Drama	Drama performance supports the development of student motivation, team camaraderie, overcoming anxiety and controlled emotion.
	Computing/ICT	Cultural, Economic, Legal & Environmental issues in computing (Y10-13)
	Psychology	Psychopathology – Depression (Y12)
Internet Safety & Harms	History	Comparing propaganda to advertising (Y8)
	Computing/ICT	Browsing habits, impact of adverts, Instagram influencers (Y7-13)
	MFL	New Technologies (Y9-10)
	Psychology	Virtual Relationships (Y13)

Physical Health & Fitness	PE	ME in Plymstock School PE , Health & Wellbeing (GCSE) Diet & Nutrition (Cam Nat)
	Science	Physical effects of an unbalanced diet (Y8) Cardiovascular disease (Y9) Health & Disease – Definition of Health, Physical and Mental Health, linking diet to physical and mental health, risk factors for non-communicable disease – diet, lifestyle, stress, smoking, obesity (Y10) Danger of waves – cancer (Y10)
	MFL	Health Risks (Y9)
	History	Development of Healthcare system in the 20thC (Y10) Modern Medicine (Y10)
	Health & Social Care	Anatomy & Physiology (Y13)
Healthy eating	PE	Health & Wellbeing (GCSE) Diet & Nutrition (Cam Nat)
	Science	Obesity & Diet – Diabetes (Y10)
	History	Cancer case study – causes and treatment (Y10)
	Health & Social Care	Nutrition (Y12/3)
Risks to Health -Drugs, alcohol & tobacco	History	Should smoking and alcohol be banned? Purpose of the Law (Y9) Prohibition (Y12) Development of Health care system (Y10)
	Science	Effects of smoking on the foetus (Y7) Effects of disease and lifestyle on the breathing system (Y8) How have attitudes to smoking changed?(Y8) Risks of smoking (Y10)
	EPiC/Religious Studies	Religious views towards intoxicants (Y9)
	Psychology	Optional Unit – Addiction (Y13)

Health & Prevention	PE	ME in Plymstock School PE
	Science	Transmission of communicable diseases (Y10) Drugs, disease and antibiotics Immunization and Vaccination (Y10) Communicable diseases and transmission, Immunization and Vaccination (Y12)
	History	Medicine through time (Y10)
	Business Studies	Maslow's Basic Needs (Y10)
	Health & Social Care	Body Systems (Y10) Anatomy & Physiology (Y13)
	Psychology	Biopsychology – Sleep (Y13)
Basic First Aid	PE	Restart a Heart / First Aid
	Health & Social Care	First Aid (Y11 Y12)
Changing Adolescent Bodies	Science	Male & Female reproductive systems (Y7)
	Health & Social Care	Development through the Life Stages (Y10)

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <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> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	