

Relationships and Sex Education Policy

Overton School

Drafted by:	Omar Salahuddin, Principal
Approved by:	Tracy Francis, Apricity Services Manager
Last reviewed on:	26/08/20
Next review due by:	25/08/21

1. 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 pupils 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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.

At Overton School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. 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, and other aspects are included in religious education (RE).

Pupils 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

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

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 board 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:

- 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 headteacher.

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

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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

- Planning scrutinies
- Learning walks

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

This policy will be reviewed by Omar Salahuddin, Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Personal Wellbeing Learning to Learn (Unit 1)</p> <p>Economic Wellbeing Personal Finance (Unit 1)</p>	<p>Personal Wellbeing Emotional Health (Unit 1)</p> <p>Economic Wellbeing Careers (Unit 1)</p>	<p>Personal Wellbeing Drug Education (Unit 1)</p> <p>Staying Safe Online</p> <p>Economic Wellbeing Business (Unit 1)</p>	<p>Personal Wellbeing FGM Transgender</p> <p>Economic Wellbeing Enterprise (Unit 1)</p>	<p>Personal Wellbeing Relationships (Unit 1)</p> <p>Honour Killing, Child Exploitation, & Gender Inequality.</p> <p>Economic Wellbeing Global Issues (Unit 1)</p>	<p>Personal Wellbeing Physical Education (Unit 1)</p>
Year 8	<p>Personal Wellbeing Learning to Learn (Unit 2)</p> <p>Economic Wellbeing Personal Finance (Unit 2)</p>	<p>Personal Wellbeing Emotional Health (Unit 2)</p> <p>Economic Wellbeing Careers (Unit 2)</p>	<p>Personal Wellbeing Drug Education (Unit 2)</p> <p>Staying Safe Online</p> <p>Economic Wellbeing Business (Unit 2)</p>	<p>Personal Wellbeing FGM Transgender</p> <p>Economic Wellbeing Enterprise (Unit 2)</p>	<p>Personal Wellbeing Relationships (Unit 2)</p> <p>Honour Killing, Child Exploitation, & Gender Inequality.</p> <p>Economic Wellbeing Global Issues (Unit 2)</p>	<p>Personal Wellbeing Physical Education (Unit 2)</p>
Year 9	<p>Personal Wellbeing Learning to Learn (Unit 3)</p> <p>Economic Wellbeing Personal Finance (Unit 3)</p>	<p>Personal Wellbeing Emotional Health (Unit 3)</p> <p>Economic Wellbeing Careers (Unit 3)</p>	<p>Personal Wellbeing Drug Education (Unit 3)</p> <p>Staying Safe Online</p> <p>Economic Wellbeing Business (Unit 3)</p>	<p>Personal Wellbeing FGM Transgender</p> <p>Economic Wellbeing Enterprise (Unit 3)</p>	<p>Personal Wellbeing Relationships (Unit 3)</p> <p>Honour Killing, Child Exploitation, & Gender Inequality.</p> <p>Economic Wellbeing Global Issues (Unit 3)</p>	<p>Personal Wellbeing Physical Education (Unit 3)</p> <p>Economic Wellbeing Rights and Responsibilities at Work</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Personal Wellbeing Learning to Learn (Unit 1) Economic Wellbeing Personal Finance (Unit 1)	Personal Wellbeing Emotional and Psychological Health (Unit 1) Economic Wellbeing Careers (Unit 1)	Personal Wellbeing Drug Education (Unit 1) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 1)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 1)	Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 1)	Personal Wellbeing Physical Health (Unit 1) Economic Wellbeing Global Issues (Unit 1)
Year 11	Personal Wellbeing Learning to Learn (Unit 2) Economic Wellbeing Personal Finance (Unit 2)	Personal Wellbeing Emotional and Psychological Health (Unit 2) Economic Wellbeing Careers (Unit 2)	Personal Wellbeing Drug Education (Unit 2) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 2)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 2)	Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 2)	Personal Wellbeing Physical Health (Unit 2) Economic Wellbeing Global Issues (Unit 2)
Year 12	Personal Wellbeing Learning to Learn (Unit 1) Economic Wellbeing Personal Finance (Unit 1)	Personal Wellbeing Emotional and Psychological Health (Unit 1) Economic Wellbeing Careers (Unit 1)	Personal Wellbeing Drug Education (Unit 1) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 1)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 1)	Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 1)	Personal Wellbeing Physical Health (Unit 1) Economic Wellbeing Global Issues (Unit 1)
Year 13	Personal Wellbeing Learning to Learn (Unit 2) Economic Wellbeing Personal Finance (Unit 2)	Personal Wellbeing Emotional and Psychological Health (Unit 2) Economic Wellbeing Careers (Unit 2)	Personal Wellbeing Drug Education (Unit 2) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 2)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 2)	Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 2)	Personal Wellbeing Physical Health (Unit 2) Economic Wellbeing Global Issues (Unit 2)

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
Health and Wellbeing	What is meant by a healthy lifestyle	KS3 Learning to Learn - Units 1 – 3	Spiritual	<input type="checkbox"/>
			Moral	<input type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to maintain physical, mental and emotional health and wellbeing including sexual health (<i>Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships.</i>)	KS3 Physical - Units 1 -3 Mental - Relationships– Units 1 – 3. Emotional – Emotional Health – Units 1 - 3 Sexual Health - Sex Education – Units 1 – 3.	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Physical - Physical Health – Units 1 - 2 Mental - Relationships - Unit 1 - 2 Emotional – Emotional and Psychological Health – Units 1 - 2 Sexual Health – Sex Education - Units 1 - 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	About parenthood and the consequences of teenage pregnancy	KS3 Sex Education - Unit 3	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Sex Education - Unit 1 – Part 2 and Unit 2 – Part 1	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to assess and manage risks to health and to stay, and keep others, safe	KS3 Drug Education – Units 1 – 3. Emotional Health – Units 1 - 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
KS4 Drug Education – Units 1 - 2 Emotional and Psychological Health - Units 1 - 2		Social	<input checked="" type="checkbox"/>	
		Cultural	<input checked="" type="checkbox"/>	
How to identify and access help, advice and support	KS3 Relationships Drug Education	Spiritual	<input checked="" type="checkbox"/>	
		Moral	<input checked="" type="checkbox"/>	
		Social	<input checked="" type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Sex Education Physical Education Emotional Health Learning to Learn KS4 Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Cultural	<input checked="" type="checkbox"/>
	How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health	KS3 Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn KS4 Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn		
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to respond in an emergency including administering first aid	KS3 Physical Education - Unit 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		KS4 Physical Education - Unit 1 - Part 2	Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>
	The role and influence of the media on lifestyle.	KS3 Drug Education - Units 1 - 3 Physical Education - Units 1 - 3	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Drug Education – Units 1 - 2 Physical Education – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
Relationships	How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	KS3 Relationships - Units 1 - 3 Emotional Health - Units 1 - 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Emotional and Psychological Health – Units 1 - 2 Relationships – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to recognise and manage emotions within a range of relationships	KS3 Relationships - Units 1 - 3 Emotional Health - Units 1 - 3	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Emotional and Psychological Health – Unit 1 - 2 Relationships – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and	KS3 Relationships - Unit 3	Spiritual	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	online encounters	Emotional Health - Unit 1 Assembly on E-Safety Form Time - Safer Internet Day 26/02	Moral	<input checked="" type="checkbox"/>
		KS4 Drug Education - Unit 2 – Part 3 Relationships – Unit 1 – Part 1 and Unit 1 – Part 3 Assembly on E-Safety Form Time - Safer Internet Day 26/02	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About the concept of consent in a variety of contexts (including in sexual relationships)	KS3 Sex Education - Unit 1	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Sex Education - Unit 1 - Part 3	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About managing loss, including bereavement, separation and divorce	KS3 Relationships - Unit 1 Emotional Health - Units 1 - 2	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4 Emotional and Psychological Health – Unit 1 – Part 1 Relationships – Unit 1 – Part 2, Unit 1 – Part 3, Unit 2 – Part 2.	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	To respect equality and be a productive member of a diverse	KS3 Relationships - Unit 2 – Section 5	Spiritual	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK		
	community	Emotional Health - Unit 2	Moral	<input checked="" type="checkbox"/>	
		KS4 Physical Education - Unit 2 – Part 2 Relationships – Unit 1 Safety in Workplace – Unit 2 – Part 4	Social	<input checked="" type="checkbox"/>	
			Cultural	<input checked="" type="checkbox"/>	
	How to identify and access appropriate advice and support.	KS3 Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn	KS4 Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Spiritual	<input type="checkbox"/>
				Moral	<input checked="" type="checkbox"/>
				Social	<input type="checkbox"/>
Cultural				<input type="checkbox"/>	
Living in the Wider World – Economic Well-being	About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Spiritual	<input checked="" type="checkbox"/>	
			Moral	<input checked="" type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Christian Aid - UK Active Citizenship KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to make informed choices and be enterprising and ambitious	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Spiritual	<input type="checkbox"/>
		KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Moral	<input checked="" type="checkbox"/>
		KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to develop employability, team working and leadership skills and develop flexibility and resilience	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2	Spiritual	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Moral	<input checked="" type="checkbox"/>
		KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>
		Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>
	About the economic and business environment	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Spiritual	<input type="checkbox"/>
		Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Moral	<input checked="" type="checkbox"/>
		KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Social	<input checked="" type="checkbox"/>
		Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>
	How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2	Spiritual	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Moral	<input checked="" type="checkbox"/>
		KS4 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2	Social	<input checked="" type="checkbox"/>
		Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2	Cultural	<input type="checkbox"/>
<u>OTHER KEY TOPICS</u>	Female Genital Mutilation – Raise awareness that FGM is a form of child abuse and is illegal in the UK with a maximum penalty of 14 years in prison for anyone found guilty of the offence. It’s also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.	Female Genital Mutilation – KS3 and KS4. – Vertical Gender Group Lesson.	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
	Honour Killing Child Exploitation Gender Inequality Staying Safe Online Transgender	KS3 & KS4 Honour Killing CEOP – Child Exploitation Gender Inequality Staying Safe Online Transgender	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	