



Relationship, Relationship & Sex Education and Health Education Policy

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This policy is based on a template created by  **The Key**

It is approved by  **forbessolicitors.**

Throughout this document, the term '**school**' is used to mean the educational establishment that is adopting this policy.

Similarly, '**governing board**' and '**governor**' are used to mean the accountable body for the school and the representatives on that body.

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1. Aims

Relationships, Sex and Health Education is an important part of a young person's education and lays the foundations for long term wellbeing, empowerment, skills and knowledge to have healthy relationships and be safe.

At Woodlands Academy, it is our aim to provide a happy, safe and secure learning environment and a school ethos, which promotes positive relationships between peers and between students and staff. RSE explores student's thoughts, feelings and experiences and does include potentially sensitive and personal issues. It is important that we maintain a safe teaching and learning environment.

The term Relationships and Sex Education (RSE) highlights the fact that this area of learning goes beyond providing biological information and terminology. Embedded in our broad curriculum is the opportunity to explore attitudes and values, and to develop self-esteem and the skills to manage relationships successfully.

The aims of Relationship and Sex Education at our school are to:

- Provide a safe and supportive environment in which sensitive discussions can take place.
- equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships.
- learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- 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.
- To promote important messages for individuals, including consent and appropriate behaviour to remain safe on and offline.
- Where to seek support

The aims of Health Education are to:

- Teach pupils the characteristics of good physical and mental wellbeing.
- Enable pupils to make informed decisions about their own health and wellbeing.
- Teach pupils to have an understanding of growing up and what this means for them, including puberty.
- Ensure pupils have the skills and knowledge to be safe including online safety.

It is important for us at Woodlands Academy to provide a Relationship and Sex Education programme that is matched to age, developmental stage and maturity. To meet the student where they are and in collaboration with parents provide a curriculum which is appropriate to their individual needs.

2. Statutory requirements & statutory guidance

The statutory Government guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \[Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers\]](#) 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 and Sex Education (RSE)** compulsory for all pupils receiving **secondary education**. They also make **Health Education** compulsory in all schools except independent schools.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

This guidance also highlights considerations for disabled pupils and pupils with Special Educational Needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The guidance also acknowledges the greater vulnerability to bullying, exploitation, and others issues for pupils with SEND. It is recommended that caution should be applied in omitting content, encouraging differentiated teaching to developmental ability whenever possible, rather than limit the topic covered. (National Children's bureau 2020 for sex education forum in collaboration with Mencap)

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

In line with this guidance, as a 2-16 years provision we provide a primary and secondary curriculum which is appropriate to the developmental stage, whilst considering the physical age of development of individual pupils.

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 The Woodlands Academy we teach RSE as described in this policy.

In addition, this policy has regard to the Equalities Act 2010 ensuring all schools: *Strive to do their best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion.*

RSE plays a vital part in our role of fulfilling statutory duties to protect and safeguard our students. When considering our RSE provision we are aware of the requirements set out in, Keeping children safe in education guidance for schools' which states that schools, "should ensure that children are taught about safeguarding, including online safety. Please see our Policy regarding this.

3. Policy Development & Consultation

This policy was originally developed in consultation with staff, pupils and parents in June 2020. The consultation was restricted somewhat in its scope, particularly where face-to-face meetings might have formed part of that consultation but were not possible due to COVID-19 restrictions in-place at the time. The consultation process was as robust and inclusive as possible; involving the following steps:

1. Review – a member of staff pulled together all relevant information from our existing policy, relevant legislation and 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] contacted by email to invite them to review the policy as published to our web-site and offer their comments
4. Pupil consultation – we investigated what exactly pupils want from their RSE through the school council and small-scale class meetings parents were invited to include the views of their child in replying to our contact
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Pupils, parents and staff will be invited to contribute to any further development on an annual basis.

4. Content and Delivery

What we teach

Please refer to our PSHE and Citizenship Policy for a detailed description of what we teach in Personal, Social and Health Education. This curriculum supports the coverage of RSE requirements.

At Primary **Relationships education** is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

At Secondary **Relationships education** is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. (Sex Education Forum)

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. This will include mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body (puberty)

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. (Sex Education Forum)

Each year students will explore a range of topics appropriate to their age and stage of development.

This may include:

(not an exhaustive list, please see appendix for the governments suggested outcomes for Primary and Secondary)

Relationship Education

- Special people in our lives and how we care for one another.
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. Public and Private.
- What healthy friendships, working relationships and committed relationships look like.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- Identify and respect the differences and similarities between people

Health Education (with some science content)

- How we change as we grow (human life cycle)
- Names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls.
- Looking after my body, healthy eating, physical exercise, sleep, hygiene.
- How their bodies will, and emotions may, change as they approach and move through puberty. Physical development for boys and girls, including menstruation, erections and wet dreams and how to seek help to cope with changes
- People who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- Human reproduction (How babies are made)
- Internet safety and harms – online safety including image and information sharing
- Basic First Aid
- Drugs, alcohol and tobacco and the effects these can have on the body.
- Developing resilience and character in pupils.

Sex Education

- How to recognise the characteristics and positive aspects of a healthy intimate relationship.
- That all aspects of health can be affected by choices they make in sex and relationships.
- The facts about reproductive health.
- That there are a range of strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices.
- The facts about pregnancy and miscarriage.
- That there are choices in relation to pregnancy.
- How sexually transmitted infections are transmitted, and how risk can be reduced through safer sex (including condom use).
- Prevalence of STI's, the impact these can have on those who contract them and treatment.
- How the use of alcohol and drugs can lead to risky behaviour
- How to get further advice, including how and where to get access to confidential sexual and reproductive health advice and treatment.

This learning should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing. (National Children's bureau 2020 for sex education forum in collaboration with Mencap)

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their own actions. Secondary school pupils should be made aware of :

Marriage, consent, including age of consent, violence against woman and girls, pornography, sexuality, gender identity, violence and exploitation by gangs, extremism/radicalization, criminal exploitation, substance misuse, hate crime.

At Woodlands we work towards having an assessable provision of content set out in Government guidelines but also focus on key areas of learning:

- Personal Care and hygiene.
- Relationships and sex education
- Appropriate behaviour (including addressing sexualised behaviour)
- Safeguarding

How we teach it

At Woodlands we strongly believe that RSE is most effective when delivered through a whole school approach. This means working continuously through informal learning opportunities as well as the RSE curriculum. A holistic approach is crucial, all staff and key adults in the young person's life should be actively involved in providing consistent messages around RSE. The curriculum needs to be appropriate to the social, emotional, developmental and safety needs of the individual. This is done in consultation with parents/carers through the Education Health Care Plan review process. We aim to identify

barriers to learning and inform planning to achieve meaningful realistic outcomes for individuals.

The pace and delivery of the curriculum may vary depending on individual need, and pupils may need lots of support to generalise their learning outside of RSE sessions and support to personalise the learning to their own relationships, behaviours and maturation. Topics may need to be revisited frequently.

It is important not to omit any content from the curriculum and at Woodlands we encourage differentiated teaching to developmental ability whenever possible, rather than limit the topics covered.

There are clearly defined PSHE sessions timetabled each week across the school and discrete RSE sessions for secondary aged pupils. In addition to these, themes may be complimented by:

- Themed assemblies
- Themed days/weeks linked to the SMSC/PSHE calendar.
- Cross curricular opportunities
- Visiting professionals
- Mindfulness sessions.
- Use of comic strips/social scripts.
- Teaching of the Zones of Regulation Program including supporting visuals available.
- SoSafe program.
- Speak out Stay safe Program NSPCC
- Experience, consistent language and learning opportunities particularly around consent and safety.
- Natterhub / STAR resource.

RSE is taught within a safe and supportive learning environment where students can develop the confidence to ask questions, make contributions related to their own experiences and reflect on their and others actions. The hope is that they will then put what they have learnt into practice in their lives.

Personalised intervention is used if required. It is important that we look at physical maturity as well as chronological age and factor in physical maturity which may be ahead of social and emotional maturity. It is important that all pupils are prepared for puberty.

The SoSafe programme is used to support with visuals, social scripts and a shared language. This promotes strong and open communication with parents to ensure there is a consistent approach across environments.

Advice from external agencies is sought if additional specialist provision is required for a bespoke intervention, such as Learning Disability Service or the school nurse.

Our curriculum is based on the following documents:

- PSHE Association Programme of study KS1-5
- PSHE education planning framework for pupils with SEND – produced by PSHE (Personal, Social, Health & Economic Education) Association
- Oxfordshire Special Schools FRAMEWORK for Relationships Education (Primary) and Relationships and Sex Education (RSE) (Secondary)
- Medway Primary PSHE Education Relationships and sex education (approved resource by PSHE association).

- SoSafe - which is a set of visual and conceptual tools designed to promote social safety for people with moderate to severe learning need or Autism Spectrum Disorder.

These Programmes are used as a framework for coverage but a progress tracker, regular baselines and discussions with parents help to identify where groups and individual students are in terms of their knowledge and understanding. This allows teachers to tailor and focus content and level and be reactive as well as proactive if required.

5. Responsibility and Respect

We believe to be effective; RSE needs to be taught in an atmosphere of safety and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Woodlands Academy will ensure that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis or in discussion with parents/carers.

Staff at Woodlands Academy are aware that effective RSE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for RSE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and students will be observed in RSE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Use correct terminology as this is good practice. This will involve teaching pupils what 'slang' words mean (where appropriate) and that some are offensive and once the correct terminology has been taught pupils should avoid the use of any slang.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in

schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong but that is alright to use the word 'gay' in an appropriate way.

Equal opportunities and Inclusion

Woodlands Academy considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by staff, so that it is appropriate to pupils age, ability, gender and maturity. We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

6. Assessment, Reporting and Recording

The assessment of student's personal and social development including RSE provides information, which indicates student's progress and informs future planning. Students have the opportunity to reflect on their learning and to set personal goals and agree strategies to achieve these.

The Woodlands Academy use an individual progress tracker to identify development in this area of the curriculum and also allows us to identify any gaps in learning. Progress, successes and concerns will be discussed with parents and carers during parents' evenings and at EHCP reviews to further plan.

Teacher assessment and questioning will be regularly done through baselines such as mindshowers, quizzes, observations and student reflections etc to assess individual understanding and gaps in knowledge. These reflections will inform future sessions.

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the curriculum committee.

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 Pastoral Support Manager

The Pastoral Support Manager is responsible for:

- Reviewing and updating this policy
- Ensuring our RSE curriculum remains relevant and appropriate for the pupils in our care
- Supporting parents in their understanding of our policy and curriculum
- Ensuring parents' voices are heard in relation to RSE
- Ensuring pupils' voices are heard in relation to RSE
- Monitoring the effectiveness of RSE delivery within the school through lesson observation, scrutiny of planning, discussion with parents and pupils
- Liaison with LDS for the support of specific pupils

7.4 Staff

All Teachers & Teaching Assistants 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
- Supporting LDS or other outside agencies where the service is working with pupils from their class/group

Staff do not have the right to opt out of delivering RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.5 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

The Department has developed two guides for parents – one for parents of primary age pupils and one for parents of secondary age pupils.

These can be found at: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

All pupils will receive **Relationship Education** and **Health Education** and the **aspects of the science curriculum**, which include content on human development, including reproduction. – Parents cannot withdraw their child from these subjects.

Sex Education – 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.

Should parents wish to withdraw their child, they can contact the head teacher, who will consider the request and discuss it with them. This will be the case up until three school terms before the child turns 16. At this age, the child can choose to receive this teaching, unless there are exceptional circumstances.

Requests for withdrawal should be put in writing using the form found in Appendix 2 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 Pastoral Manager will also invite visitors from outside the school, such as school nurses, sexual health professionals and the Learning Disability Service (LDS), to provide support and training to staff teaching RSE.

Appendix 1:

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW	TOPIC	BY THE END OF SECONDARY SCHOOL (BUILDING ON THE KNOWLEDGE DEVELOPED IN PRIMARY SCHOOL) PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • 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 <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>Families</p>	<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 <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>

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW	TOPIC	BY THE END OF SECONDARY SCHOOL (BUILDING ON THE KNOWLEDGE DEVELOPED IN PRIMARY SCHOOL) PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • 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 (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)
Respectful relationships	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW	TOPIC	BY THE END OF SECONDARY SCHOOL (BUILDING ON THE KNOWLEDGE DEVELOPED IN PRIMARY SCHOOL) PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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 	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

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW	TOPIC	BY THE END OF SECONDARY SCHOOL (BUILDING ON THE KNOWLEDGE DEVELOPED IN PRIMARY SCHOOL) PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 	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	BY THE END OF SECONDARY SCHOOL (BUILDING ON THE KNOWLEDGE DEVELOPED IN PRIMARY SCHOOL) 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 2: Parent form: Request for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for request to withdraw 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	