

Relationships & Sex Education (RSE) **Template** Policy

TEAM Education Trust



**Policy Review
approved by:**

Trust Board

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Other Linked Policies:

TEAM Accessibility Plan
TEAM Anti-Bullying Policy
TEAM Behaviour Policy
TEAM Child Protection Policy
TEAM SEND Policy
TEAM Supporting Students with medical conditions Policy
TEAM Trips & Visits Policy
GDPR Documents 1, 2, 5, 6 & 7

Version History

Version	Date	Detail	Author
1	7.5.20	Original document	C Briggs
2	12.05.21	Amendments to clause 6.7 to enable SEND school principal to override a parent request for their child to withdraw from SRE lessons, and, 6.8 addition of an Equality and Inclusion statement. This policy has been shared with staff and parents with a full consultation plan implemented with no concerns reported. Awaiting approval from Trustees to complete the consultation process hence amends shown in red. Red text removed following Trustee approval on 25.5.21	C Briggs/R Watson
3	09.05.22	Document renamed from Sex and Relationships Education. Section 1: Statutory Requirements have been edited to reflect current guidance. Section 2: Policy Development section has been added to show this document has been developed in consultation with parents.	R Watson
4	18.05.23	Addition of Section 1 Aims (new section) and subsequent re-numbering of sections Grammatical changes to Sections 2 and 3 Additions to Section 6 – signpost to appendix and specific notes on Primary education Section 7 addition of new content in 7.1, all of 7.2 and 7.3 7.2 Renamed e-safety to Online Safety and amended process for reporting 8.5 Addition of information relevant to staff including note to add the staff names of those teaching RSE Section 9 - Updated right to withdraw in line with national guidance Section 11 additions Section 12 additions	MMO
5	19.01.24	Section 1 - added Section 2 – clarification between Primary and Secondary requirements Section 3 – reworded Section 4 and 5 – minor rewording Section 6 – re-write to ensure reflects a Trust wide approach Section 6.4 - new Section 6.5 - new, with reference to new Appendix Section 7 – reworded including reference to new Appendices Section 7.1 - re-worded Section 7.2 and 7.3 and 7.5 - new Section 7.4 - reworded Section 8.1, 8.3, 8.4 and 8.5 - additions	RWA/NRE

		Section 9 – reference to new Appendix added, with elements clarified Section 11 - reworded Section 12 – reference to new Appendix added, with review team widened Appendix 2 – added Appendix 3 – added Appendix 4 – added Appendix 5 - added	
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1. Aims

The aims of Relationships and Sex Education (RSE) within our schools is 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 Trust, we recognise that we must provide Relationships Education to all Primary aged pupils, and RSE to all Secondary aged pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of Sex Education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At TEAM Education Trust, we teach RSE as set out in this policy.

3. Policy Development

We acknowledge the importance of consultation with key stakeholders with regards to RSE policies and curricula. TEAM Education Trust expects all of its school to undertake the appropriate consultation in order to develop their policy and curriculum.

ACTION - Each school to outline the consultation process it went through linked to its RSE statement/curriculum design

4. Definition

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It also provides lifelong learning about moral and emotional development, as

well as the importance of; a stable and loving relationship for family life, respect, love and care. RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+).

Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education is delivered within the aims and philosophy of the Trust and the agreed framework for the overall pastoral care of the students.

5. Objectives

The RSE curriculum seeks to educate students on the following subjects/aspects linked to healthy living:

- To understand the basics of human biology and the reproductive system
- To provide opportunities to consider what factors are an essential part of developing stable and loving relationships
- To develop students' confidence and self-esteem to help them to be able to form stable and loving relationships
- To develop students' knowledge about sexual health, safe lifestyles and risky behaviour
- To develop students' knowledge and understanding about sexual health and relationship services that are available, and to ensure that they know how to access these services
- To provide opportunities for students to develop an understanding of, and respect for difference, including gender, sexuality, disability, culture, beliefs and ethnicity.
- For students to be aware of unacceptable behaviour, and their statutory rights
- To enable students to develop the skills necessary to protect themselves from exploitation
- To educate pupils about online safety and the risks associated with 'sexting'
- To provide students with the opportunities to develop a greater understanding of the consequences of decisions and actions
- To develop student's awareness of safety within relationships and promote understanding of domestic violence
- To ensure students are aware of the implications of unprotected sex and understand how to deal with this situation
- To expose students to the LGBT+ material and promote tolerance, acceptance and appreciation of differences
- To signpost students to key bodies within their local and surrounding area who can provide help, advice and guidance on matters of a sensitive nature.
- To champion inclusive and collaborative working environments so all pupils feel secure and have the ability to make progress

- To develop parental awareness of what sex and relationships education is available through schools, and outside agencies.

6. Curriculum

Each school within TEAM Education Trust is responsible for designing their RSE curriculum following consultation with parents/cares and taking into account age, developmental stage, needs and feelings of the students – including those with Special Educational Needs and Disabilities (SEND). However TEAM Education Trust believes there are a number of key concepts and essential skills and attributes which need to be covered within each school’s curriculum for RSE. These are:

1. attitudes and values
2. personal and social skills
3. knowledge and understanding

We believe the combination of all three are important, for a balanced RSE programme.

Please see Appendix 1 for more details. If students ask questions outside the scope of the school’s curriculum and this policy, staff will respond in an appropriate manner so that students are fully informed and don’t seek answers online. For more information about individual school RSE curricula, please contact the Curriculum lead in each of our TEAM Schools. We will share all curriculum materials with parents and carers upon request.

6.1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

6.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

6.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy; and

- Learning about contraception and a range of local and national sexual health advice, contraception and support services

6.4 Sex Education within Primary Schools

Whilst we acknowledge that Sex Education is not compulsory in Primary Schools, we feel it is important that students understand the following, and therefore our teaching of Sex Education within our Primary Schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6.5 School Curriculum

ACTION - Each school to outline its RSE curriculum here (see Appendix 2 for Curriculum Map)

7. Delivery of RSE

As a statutory subject, RSE will be evidenced on all school timetables across the Trust. However, individual schools within the Trust will determine how RSE is taught (aligned to the Trust's Learning Principles (see Appendix 3). Schools may choose to teach RSE as part of the Personal, Social, Health and Economic (PSHE) curriculum, with biological aspects being taught within the Science curriculum, and some other aspects covered within the Religious Education (RE) curriculum. Please see individual school curriculum maps (see Appendix 2) and long-term plans for the design and coverage of the RSE Curriculum

Across all key stages students will be supported to develop their knowledge towards the National Curriculum end points, whilst developing the following skills:

- Communication – including how to manage relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a lifestyle
- Managing conflict
- Undertaking discussion and group work

Relationships Education within Primary Schools will focus on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education within Primary schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For students of Secondary School age, RSE focuses on giving young people the they need to help them develop healthy, nurturing relationships of all kinds including:

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7.1 School RSE Delivery

ACTION - Each school to outline its RSE delivery here

7.2 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation required

7.3 Use of Resources

Each school **will** consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into their curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7.4 Online Safety

Within the Trust, online safety is seen as an integral part of our responsibility to ensure that all pupils are kept safe in school.

We are committed to the safe and responsible integration of technology throughout our schools and recognise technology as a valuable tool across the curriculum for all our pupils.

We understand the importance of ensuring that our pupils remain safe whilst using ICT technology, the internet, and social media. Positive messages about the safe use of technology and social media platforms will be delivered across the curriculum including RSE, to ensure this knowledge is embedded within our pupils. Staff will teach pupils strategies for keeping themselves safe and make them aware of how to report issues linked to online safety.

Within TEAM, staff are required to identify, assess and reduce (where possible) any risks and levels of harm to the pupils, as well as the liability of the school in regards to this matter. All pupils who use the internet or other ICT technology and social media platforms will have parental consent to use it and will be closely monitored in their use of it at all times. Otherwise, this will be adult led to ensure appropriate and safe use is maintained at all times.

All staff have a responsibility to record issues relating to the use of IT via CPOMs. Where issues have arisen, staff will be expected to notify either the designated online safety officer, a DSL or the Principal, immediately following a concern.

7.5 Use of external organisations and materials

Where TEAM Education Trust schools choose to use an external organisation and its materials it will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

It is acknowledged that the school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Schools will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow their usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to them, the Trust, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers
 - School's **won't**, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and Responsibilities

Responsibility for ensuring that RSE takes place across the schools are as follows:

8.1 The Board of Trustees

The Trustees have a responsibility to ensure that all schools within the Trust meet the expectations of the statutory guidance. The Trust Board are also responsible for the approval of this overarching policy following any review.

8.2 The Chief Executive Officer

The role of the CEO is to:

- Approve the policy after consultation with stakeholders, as necessary
- Work with the Principals to ensure they can implement the policy across their school
- Report to the board of trustees on any issues with its implementation across the Trust

8.3 The Local Governing Bodies

The Local Governing Bodies are responsible for holding the Principal to account for the implementation of this policy, including the school specific elements, and for reporting any issues to the CEO if they occur.

8.4 Principals & Senior Leaders

The Principals, and Senior Leaders are responsible for ensuring that RSE is taught consistently across the school, in line with the Trust's Learning Principles, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory/non-science elements of the RSE curriculum (see section 9).

8.5 All Staff

Staff are responsible for;

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science elements of the RSE curriculum

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

[The following staff teach RSE in the school:](#)

ACTION - School to outline who teaches RSE within the school

8.6 Students

Students are expected to engage fully in RSE sessions and at all times to treat each other with respect and sensitivity.

9. Parents Rights to Withdraw

For Primary School age children, parents/carers do not have the right to withdraw their children from Relationships or Health Education. Parents have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within RSE.

For Secondary School age children, parents/carers have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within the RSE curriculum – 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 to the Principal of the school, using the form found in Appendix 5 of this Policy.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action in response to their request (subject to its alignment to the aspects which they can request for their child to be withdrawn) with alternative work being given to students who are withdrawn from Sex Education sessions.

It should be noted by parents that as a SEND school, the Principal has the right to decline the request of a parent to withdraw their child if the Principal believes it is deemed in the child's interests to do so, or if the child is at unusual risk from sexual activity or sexual exploitation.

10. Equality and inclusion

Lessons should be planned to ensure that pupils of differing abilities, religious faiths, and sexual orientation are appropriately catered for, and negative stereotypes are suitably challenged. The curriculum must be inclusive and should celebrate differences.

11. Staff Training

Schools are responsible for training staff on the delivery of RSE as part of their induction, and will ensure it is included in their Continuing Professional Learning Development CPLD calendar.

The Principal may also invite visitors from outside the school, such as School Nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring

The delivery of RSE is monitored by Principals through:

- The review of planning
- The review of student's work, including as part of moderation activities
- The undertaking of learning walks
- Discussions with staff about student's development as demonstrated through internal school assessment systems
- Stakeholder voice
- Trust Internal and External Quality Assurance

Pupils' development in RSE is monitored by class teachers as part of their school's internal assessment systems, and against the end of phase National Curriculum expectations (see Appendix 4).

This policy will be reviewed by the The Central Education Team for the Trust annually. At every review, the policy will be approved by the Trust Board, prior to circulation to schools for their school level additions and ratification from LGBs.

Appendix 1 – TEAM RSE concepts and essential skills and attributes

Overarching concepts developed through the Programme of Study		
<p>1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)</p> <p>2. Relationships (including different types and in different settings, including online)</p> <p>3. A healthy (including physically, emotionally and socially), balanced lifestyle (including relationships, work-life, exercise and rest, spending and saving and lifestyle choices)</p> <p>4. Risk (identification and how to manage) and safety (including behaviour and strategies to employ in different settings, including online)</p> <p>5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)</p> <p>6. Rights (including universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <p>7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p> <p>8. Power (how it is used/encountered in a variety of contexts; through behaviours including bullying, persuasion, coercion and how it can be challenged or managed)</p>		
Essential Skills and Attributes developed through the Programme of Study		
<p>Personal effectiveness</p> <ol style="list-style-type: none"> 1. Self-improvement 2. Resilience 3. Self-regulation 4. Recognising and managing peer influence and the need for peer approval 5. Self-organisation 6. Strategies for identifying and accessing appropriate help and support 7. Clarifying own values and re-evaluating values and beliefs 8. Recalling and applying knowledge creatively and in new situations 9. Developing and maintaining a healthy self-concept 	<p>Interpersonal and social effectiveness</p> <ol style="list-style-type: none"> 1. Empathy and compassion 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others 4. Skills for employability, including <ul style="list-style-type: none"> - Active listening and communication - Team working - Negotiation - Leadership skills - Presentation skills - Enterprise skills and attributes - Valuing and respecting diversity - Using these skills and attributes to build and maintain healthy relationships of all kinds 	<p>Managing risk and decision-making (integral to all of the above)</p> <ol style="list-style-type: none"> 1. Management of positive and negative risk to self and others 2. Formulating questions 3. Analysis 4. Assessing the validity and reliability of information 5. Identifying links between values and beliefs, decisions and actions 6. Making decisions

Appendix 2 – School Curriculum Map

Appendix 3 – TEAM Learning Principals

These core curriculum principles are then underpinned in terms of our teaching and learning principles which are as follows;

- Be passionate about the learning – develop their curiosity, knowledge, and a genuine love for learning
- Model a love of learning
- Demand quality and set high expectations (including clearly measurable outcomes) which are praised when achieved
- Demonstrate fidelity to agreed schemes and approaches e.g. Phonics Scheme
- Use your knowledge of the students to inform your lesson planning, instruction and assessment
- Ensuring inclusivity and challenge for all
- Staff know the subject content they are teaching and how to teach the content with impact (pedagogy – questioning, assessment for learning, modelling, scaffolding, responsive teaching)
- Build on prior learning, and progressively refine (through checking for understanding) learning to connect knowledge based on reflection and feedback to support knowledge acquisition and ultimately long term memory change
- Encourage cooperation and active learning among students
- Give prompt feedback and quality instructions to support learning
- Provides opportunities for practice, repetition and mastery to support knowledge acquisition and ultimately long term memory change
- Develop children’s capacities for learning to learn (metacognition) so they are resilient to change and as independent as possible
- Help students organise their knowledge
- Provide activities which focus attention and promote a positive learning environment
- Develop a classroom climate where there is a can-do attitude and a willingness to ask questions
- Understanding the curriculum beyond your subject specialism to promote transferable knowledge and the interleaving of subjects and skills.

Appendix 4 – National Curriculum Expectations

By the end of Primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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	<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

	<ul style="list-style-type: none"> • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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
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

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/carers 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
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

	<ul style="list-style-type: none"> • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<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)
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

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| | <ul style="list-style-type: none">• 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 |
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Appendix 5 – Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents/carers			