

# Relationships and sex education policy (from 2020-2021)

University Academy Holbeach

UNIVERSITY ACADEMY  
HOLBEACH



UNIVERSITY OF  
LINCOLN

**Approved by: The Governing Body**

**Date:** May 2021

**Last reviewed on:**

6<sup>th</sup> May 2021 – first approval

**Next review due by:**

May 2024

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## 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

The aim of the RSE programme at University Academy Holbeach is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. We aim to enable our young people to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This is underpinned by a wider, deliberate cultivation and practice of resilience and character in every individual across the academy. This includes character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage and humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

## 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 University Academy Holbeach 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 comment on the Policy during a consultation process in April 2021.
4. 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 but aims to inform young people so they are well equipped to make safe, informed and healthy choices as they progress through adult life.

### 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 Principal to account for its implementation.

### 7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory (sex education) 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 (sex education) components of RSE

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

The Subject Leader for Personal and Cultural Studies has oversight of the delivery of RSE in our Academy.

### 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 (sex education) 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 Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal or a member of SMT will discuss the request with parents and take appropriate action.

Appropriate and purposeful work will be given to pupils who are withdrawn from sex education.

There is no right to withdraw from Relationships Education.

## 9. Training

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

The Principal 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 Head of Personal and Cultural Studies through regular department meetings, planning scrutinies, learning walks, pupil voice interviews and monitoring of classwork, homework and unit assessment marking reviews.

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

This policy will be reviewed by the Senior Management Team every 3 years. At every review, the policy will be approved by the Governing Committee.

Ratified by.....Mr G Chappell (awaiting signature)..... (Chair of Governors)

Date.....6<sup>th</sup> May 2021.....

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	<p>1</p> <p><u>Building Positive Relationships</u></p> <ul style="list-style-type: none"> <li>Behaving to Achieve</li> <li>Resilience</li> <li>Emotional literacy</li> <li>Peer Pressure</li> <li>Aspiration</li> <li>Self-Esteem and Personal development</li> <li>Self-confidence and goal setting</li> </ul>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>2</p> <p><u>Marriage and Relationships</u></p> <ul style="list-style-type: none"> <li>• Bullying or banter</li> <li>• Forming and keeping good friendships</li> <li>• Family Relationships</li> <li>• Positive relationships</li> <li>• Keeping safe</li> <li>• Personal identity – British values</li> </ul>	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>The law and legal status, including sentencing for violating the law in relation to marriage and sexuality.</p>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	<p>1</p> <p><u>Prejudice and Discrimination</u></p> <ul style="list-style-type: none"> <li>• What makes you you</li> <li>• Discrimination in Modern Britain</li> <li>• Disability and the media</li> <li>• MLK and Malcolm X</li> <li>• Apartheid and the TRC</li> <li>• Religious Identity</li> <li>• Islamophobia</li> </ul>	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>The law and legal status, including sentencing for violating the law in relation to :</p> <ul style="list-style-type: none"> <li>• Extremism and Radicalisation</li> <li>• Criminal exploitation (for example, through gang involvement or 'county lines drugs operations)</li> <li>• Hate Crime</li> </ul>	
	<p>3</p> <p>Careers</p>		



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>4</p> <p><u>Online Safety</u></p> <ul style="list-style-type: none"> <li>• <i>Screen time and addiction</i></li> <li>• <i>Awareness online</i></li> <li>• <i>Image online</i></li> <li>• <i>Honesty online</i></li> <li>• <i>Cyberbullying</i></li> <li>• <i>Dangers of adult content</i></li> <li>• <i>Online Scams</i></li> </ul>	<p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image).</p> <p>How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p>The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	<p>2</p> <p><u>Sex and the Internet</u></p> <ul style="list-style-type: none"> <li>• Sexism and Gender prejudice</li> <li>• Domestic conflicts</li> <li>• LGBT</li> <li>• Safe Sex - Consent</li> <li>• Safe Sex - Contraception</li> <li>• Safe Sex – STI’s</li> </ul> <p>Safe Sex – Sexting and revenge porn</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>The impact of viewing harmful content.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><u>The Law and Legal Status with regard to</u></p> <ul style="list-style-type: none"> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> </ul>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>4</p> <p><u>Citizenship</u></p> <ul style="list-style-type: none"> <li>• UK Population and Demographics</li> <li>• Rights of British Citizens</li> <li>• UK Constitution</li> <li>• Forms of Government</li> <li>• The operation of parliament and political parties</li> <li>• Media and Democracy</li> <li>• The role of police and the court system</li> </ul>	<p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, and the role of political parties.</p> <p>The precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risk.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>5</p> <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> <li>• Children and Crime</li> <li>• The aims of punishment</li> <li>• Punishments in UK law</li> <li>• Prisons</li> <li>• Capital punishment</li> <li>• Forgiveness and reconciliation</li> <li>• Gangs and Drugs</li> </ul>	<p>The law and legal status, including sentencing for violating the law in relation to :</p> <ul style="list-style-type: none"> <li>• Violence and Exploitation by gangs</li> <li>• Criminal exploitation (for example, through gang involvement or 'county lines drugs operations)</li> </ul> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>
Year 10	<p>1</p> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>• What is mental health</li> <li>• Eating disorders</li> <li>• depression</li> <li>• anxiety</li> <li>• Self-harm</li> <li>• Suicide</li> <li>• Grief</li> <li>• Mindfulness</li> </ul>	<p>How to recognise the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health (e.g. anxiety and depression).</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>Support from in-school counsellors where appropriate.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>2</p> <p><u>Exploitation</u></p> <ul style="list-style-type: none"> <li>• Child Exploitation</li> <li>• Domestic Abuse</li> <li>• County Lines</li> <li>• Extremism and Radicalisation</li> <li>• FGM</li> <li>• Forced Marriage</li> <li>• Gang's and modern day slavery</li> <li>• Hate Crime</li> </ul>	<p>Concepts and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>The law and legal status, including sentencing for violating the law in relation to :</p> <ul style="list-style-type: none"> <li>• Violence against women and girls</li> <li>• Sexuality</li> <li>• Gender identity</li> <li>• Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> </ul>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>
	<p>3</p> <p>Careers</p>		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>4</p> <p><u>Citizenship</u></p> <ul style="list-style-type: none"> <li>• UK executive</li> <li>• UK judiciary</li> <li>• UK legislature</li> <li>• FPTP and other voting systems</li> <li>• Supranational organisations - Commonwealth, UN, EU and NATO</li> <li>• Local Government</li> <li>• Trade Unions</li> <li>• Political Ideologies</li> </ul> <p>National, Regional and religious identity and mutual respect</p>	<p>Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government.</p> <p>The role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.</p> <p>Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.</p> <p>Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.</p> <p>Human rights and international law.</p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	<p>1</p> <p><u>Unhealthy Relationships</u></p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships</li> <li>• Coercive and abusive relationships</li> <li>• Sexual harrassment</li> <li>• Consent and the law</li> <li>• Withdrawing consent and date rape</li> <li>• FGM</li> <li>• Trauma and moving forward</li> </ul>	<p>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</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>The law and legal status, including sentencing for violating the law in relation to :</p> <ul style="list-style-type: none"> <li>• Consent, including the age of consent</li> <li>• FGM</li> </ul>	<p>External Providers from the Lincolnshire Stay Safe Partnership.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>4</p> <p><u>Medical Ethics</u></p> <ul style="list-style-type: none"> <li>• Personhood</li> <li>• Abortion &amp; the Law</li> <li>• Abortion &amp; Ethics</li> <li>• Euthanasia &amp; the Law</li> <li>• Euthansia &amp; Ethics</li> <li>• Euthanasia – Anne Turner case study</li> </ul> <p><i>Some aspects of this are also covered in Science lessons as part of the GCSE programme of study.</i></p>	<p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted.</p> <p>How risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>The law and legal status, including sentencing for violating the law in relation to abortion.</p>	



The following topics are covered as part of the IT curriculum, and with the support of External Providers from the Lincolnshire Stay Safe Partnership.

Rights, responsibilities and opportunities online. That the same expectations of behaviour apply in all contexts, including online.
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.
How information and data is generated, collected, shared and used online.
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), How people may curate a specific image of their life online, over-reliance on online relationships including social media. The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

The following topics are covered as part of the Science curriculum:

The law and legal status, including sentencing for violating the law in relation to substance misuse.	Also with the support of external providers from the Lincolnshire Stay Safe Partnership.
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	
About the science relating to blood, organ and stem cell donation.	
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Also with the support of external providers from the Lincolnshire Stay Safe Partnership.
The law relating to the supply and possession of illegal substances.	
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	
The physical and psychological consequences of addiction, including alcohol dependency.	
Awareness of the dangers of drugs which are prescribed but still present serious health risks. E.g. opiates	
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	

(Late secondary) the benefits of regular self-examination and screening. (Breasts and Testicles).	
The facts and science relating to immunisation and vaccination.	
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	
The main changes which take place in males and females, and the implications for emotional and physical health.	

The following topics are covered as part of the PE curriculum

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	

The following topics will be covered as part of the KS3 DT Food curriculum

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>