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Relationship & Sex Education Policy (RSE)

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	2
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents’ right to withdraw	4
9. Training	5
10. Monitoring arrangements	5
Appendix 1: PSHE Curriculum map	6
Appendix 2: RSE Statutory Curriculum map	10
Appendix 3: By the end of secondary school pupils should know	23
Appendix 4: Parent form: withdrawal from sex education within RSE	27

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 provision at Fullhurst is not limited to this statutory guidance.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation meeting in June 2020 about the policy where feedback was taken and acted upon.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

We define Relationship education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define Sex education as 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.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight the lessons that contain what we define as sex education so that we can consider the wishes of parents who have requested to withdraw their children

from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE is not about the promotion of sexual activity.

5. Curriculum

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at Fullhurst Community College will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Our curriculum is set out as per Appendix 1 & 2 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.

For more information about our curriculum, see our curriculum maps in Appendix 1 & 2.

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) and Citizenship. Students will also be taught RSE in the PSHE rotations in Years 7 to 10.

Pupils may also receive stand-alone sex education sessions delivered by an external provider.

The delivery of RSE will also be delivered throughout the academic year during assemblies and planned tutor time activities.

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
- Self respect & identity
- 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 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 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.

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 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.

The lessons that fall under our definition of sex education are shown in Appendix 1. The lesson content is underlined.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Requests will need to be sent each academic year.

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 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.

For details of specific teaching staff delivering this please consult the school website.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Principal through:

Quality assurance and evaluation of the curriculum offer. This includes quality assuring lesson content and delivery in lessons.

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

This policy will be reviewed by Richard Parker-Monks, Assistant Principal, annually. At every review, the policy will be approved by the governing board

Appendix 1: PSHE Curriculum map

	Block 1 Health & wellbeing	Block 2 Living in the wider world	Block 3 Relationships
Year 7	<p>Core PSHE</p> <ul style="list-style-type: none"> • Dealing with change • Exploring food choices, physical activity & balanced lifestyles • Why health-related decisions vary from person to person, barriers to making healthier choices & strategies for overcoming these. • Attitudes to mental health • Promoting Emotional Wellbeing • Unhealthy coping strategies (self-harm and eating disorders) • Healthy coping strategies • Concepts of substance use through a focus on the effects of caffeine consumption. • Risks relating to tobacco and nicotine product use and strategies to manage influences. • Risks relating to alcohol use & challenges perceived social norms about drinking alcohol. • Importance of Sleep <p>Co-Curricular (Learning skills, Science, RE, Citizenship)</p> <ul style="list-style-type: none"> • Loss and Bereavement (life after death) • Male and female reproductive system • Sexual and asexual reproduction <p>External Provider</p> <ul style="list-style-type: none"> • Sexual Orientation & Gender Identity • Information on different sexual orientations and gender identities • Prejudice and stereotypes of LGBT+ people 	<p>Core PSHE</p> <ul style="list-style-type: none"> • Decisions Matter • What influences my decisions? • How can I make informed decisions? • Saving, borrowing and protecting my money • Diversity • Human Rights • Equality • Deciding what to watch (film/tv classifications) • Relationships on-screen • Managing challenging content <p>Co-Curricular (Learning skills, Science, RE, Citizenship)</p> <ul style="list-style-type: none"> • Personal Finance (Bank accounts and Wages) • Human Rights • Safely manage personal information and images online. • Keeping data safe 	<p>Core PSHE</p> <ul style="list-style-type: none"> • Family Relationships • Diverse families • Family changes • Puberty and emotional changes • Menstrual wellbeing • Identifying healthy and unhealthy relationships • Managing conflict • Introduction to consent • Appropriate and inappropriate touch • Responding to discriminating, hurtful or intimidating behaviour. • <u>Risks associated with sharing sexual images.</u> • <u>Implications, including legal, of sending or forwarding sexual images.</u> • <u>Ways to manage pressure to share sexual images.</u> <p>External provider</p> <ul style="list-style-type: none"> • Bodily changes • Physical and emotional changes during puberty • Changes during menstruation and managing them

Year 8	<p>Core PSHE</p> <ul style="list-style-type: none"> Dental Health Physical and mental wellbeing Bullying and Cyberbullying Building Connections Social Media Online stress – FOMO Body Image in the digital world Vulvar and Vaginal Health Female Genital Manipulation Unhealthy coping strategies (self-harm and eating disorders) Healthy coping strategies Loss, grief and change <p>Co-Curricular (Learning skills, Science, RE, Citizenship)</p> <ul style="list-style-type: none"> Loss and bereavement (euthanasia) <p>External Provider</p> <ul style="list-style-type: none"> Sexual Orientation & Gender Identity Information on different sexual orientations and gender identities Prejudice and stereotypes of LGBT+ people 	<p>Core PSHE</p> <ul style="list-style-type: none"> Decisions Matter What influences my decisions? How can I make informed decisions? Saving, borrowing and protecting my money Diversity Human Rights Equality Deciding what to watch (film/tv classifications) Relationships on-screen Managing challenging content <p>Co-Curricular (Learning skills, Science, RE, Citizenship)</p> <ul style="list-style-type: none"> Reliability of sources and identify misinformation Dangers of Online gaming 	<p>Core PSHE</p> <ul style="list-style-type: none"> Personal Values Being a positive bystander Rights in relationships Gender stereotypes Listening, understanding and communicating Not just flirting, feelings about sharing nude images Relationship values Influences on relationship expectations <u>Sexual orientation and gender identity</u> <u>Consent –Avoiding assumptions</u> <u>Introduction to contraception</u> <u>Freedom and capacity to consent</u> <p><u>Sexpression (external)</u></p> <ul style="list-style-type: none"> Bodily changes Physical and emotional changes during puberty Changes during menstruation and managing them
Year 9	<p>Core PSHE</p> <ul style="list-style-type: none"> Loss and Bereavement <p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> Importance of sleep Drug and alcohol education-Exploring Attitudes Drug and alcohol education Drugs, the law and managing risk Drugs and their effects: Alcohol and cannabis Drugs and alcohol: Managing influence Lifestyles & Wellbeing Influences on lifestyle decisions Dental Health Building oral hygiene routines Exploring Blood Donation 	<p>Core PSHE</p> <ul style="list-style-type: none"> Positive role models and choices <p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> Career identity, values and maximising chances for education or employment opportunities Early aspirations; work roles and career pathways. Financial choices Decisions Matter What influences my decisions? How can I make informed decisions? Saving, borrowing and protecting my money Showcasing personal strengths 	<p>Core PSHE</p> <ul style="list-style-type: none"> Knife free Motivations, misconceptions and consequences of carrying weapons and managing pressure to carry a weapon. <u>Starting out in romantic relationships</u> Capacity to consent <u>Consent (legal and ethical)</u> <u>Preventing STIs</u> <u>Contraception</u> <u>Unplanned pregnancy</u> <u>Relationship Expectations</u>

	<ul style="list-style-type: none"> • Donation and Choices <p>Warning Zone (External)</p> <ul style="list-style-type: none"> • Managing risk and personal safety online. 	<ul style="list-style-type: none"> • Managing online reputation • Strengths, skills and attributes • Setting goals at work • Workplace skills • Growing throughout life • Exploring Possibilities • Managing your career • Creating opportunities • Balancing Life and Work • Seeing the Bigger Picture • Workplace Etiquette • Job Application Form <p>Warning Zone (external)</p> <ul style="list-style-type: none"> • Terms & conditions and Passwords • Data trail 	<p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> • Positive relationships • Importance of families and the different types. • <u>Views on contraception</u> • Gender prejudice and discrimination <p>Warning Zone (External)</p> <ul style="list-style-type: none"> • Online hate and sexism (Harassment) • Online abuse tactics • Online Blackmail and escape • Gender discrimination and Harassment
Year 10	<p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> • Security and Fraud • Fertility • Problems conceiving or maintain a pregnancy • New Challenges • Reframing negative thinking • Recognising mental ill-health and when to get help • Change, loss, grief • Promoting emotional wellbeing • Substance use and assessing risk • Substance use and managing influence • Help seeking and sources of support • Gambling – Risky behaviours • Gambling – the tricks of advertising <p><u>Sexpression (external)</u></p> <ul style="list-style-type: none"> • Sex & the Media • Laws and guidance about sexting 	<p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> • Identify personal skills for future employment • Develop skills for future employment • Assess strengths and weaknesses to aid future employment • Human Rights • Discrimination • Recognise and challenge stereotypes • Causes and consequences of extremism • Media literacy • Next steps after school • Taxation • Pensions • Help for people on low incomes • Decisions Matter • What influences my decisions? • How can I make informed decisions? • Saving, borrowing and protecting my money • How do I make borrowing choices? 	<p>Co-Curricular (Healthy Lifestyles, Science, RE, Citizenship, Personal Finance, Careers)</p> <ul style="list-style-type: none"> • Knife Crime • New Challenges • legal and ethical positions on abortion • Change, loss, grief • Loss and bereavement (euthanasia) <p><u>Sexpression (external)</u></p> <ul style="list-style-type: none"> • Contraception & Sexually Transmitted Infections • Full information on contraception choices • Information on STIs including HIV/AIDS and their transmission • Treatment, prevention and testing for STIs • How to get further advice and access contraception <p>Warning Zone (External)</p> <ul style="list-style-type: none"> • Online hate and sexism (Harassment) • Online abuse tactics • Online Blackmail and escape • Gender discrimination and Harassment

	<ul style="list-style-type: none"> The influence and realism of pornography Influence of media (including social media) on body image and self-esteem <p>Warning Zone (External)</p> <ul style="list-style-type: none"> Managing risk and personal safety online. 	<p>Warning Zone (external)</p> <ul style="list-style-type: none"> Terms & conditions and Passwords Data trail 	
Year 11	<p>Co-Curricular</p> <ul style="list-style-type: none"> Gender identity not able to conceive or maintain a pregnancy <p>Sexpression (external)</p> <ul style="list-style-type: none"> Sex & the Media Laws and guidance about sexting The influence and realism of pornography Influence of media (including social media) on body image and self-esteem Sexual Orientation & Gender Identity Information on different sexual orientations and gender identities <p>Warning Zone (External)</p> <ul style="list-style-type: none"> Managing risk and personal safety online. 	<p>Warning Zone (external)</p> <ul style="list-style-type: none"> Terms & conditions and Passwords Data trail 	<p>Sexpression (external)</p> <ul style="list-style-type: none"> Contraception & Sexually Transmitted Infections Full information on contraception choices Information on STIs including HIV/AIDS and their transmission Treatment, prevention and testing for STIs How to get further advice and access contraception <p>Warning Zone (External)</p> <ul style="list-style-type: none"> Online hate and sexism (Harassment) Online abuse tactics Online Blackmail and escape Gender discrimination and Harassment
Assembly/Tutor Theme	<ul style="list-style-type: none"> Youth Mental Health Day Bike to school week Healthy Lifestyles Happiness - International Day of Happiness Equality - Pride Month 	<ul style="list-style-type: none"> Democracy - International Day of Democracy National Recycle week Diversity - Black History Month Celebrating Success Religious Diversity Remembrance Day/ Children In Need Day Finance week - National talk money week Careers Ambition National Careers week Cultural Diversity - World Theatre Day Preparing for exams / Study skills 	<ul style="list-style-type: none"> Anti-Bullying Week Resolutions Radicalisation & Extremism Online Safety week Social Media

Appendix 2: RSE Statutory Curriculum map

Relationships and sex education curriculum map - Families

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9	PSHE PSHE RE.	That there are different types of committed, stable relationships.
7 8 9	PSHE PSHE RE.	How these relationships might contribute to human happiness and their importance for bringing up children.
9	RE.	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.
7 8 9	PSHE PSHE RE.	Why marriage is an important relationship choice for many couples and why it must be freely entered into.
9	RE.	The characteristics and legal status of other types of long-term relationships.
9 9	RE Healthy Lifestyles.	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7	PSHE	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.
8	PSHE	
9	Citizenship.	
10	External Provider	
11	External Provider	

Relationships and sex education curriculum map – Respectful relationships, including friendships.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7	PSHE, External Provider.	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.
8	PSHE, External Provider	
9	PSHE	
10	Healthy Lifestyles, ICT External Provider. Enterprise ICT	
11	Healthy Lifestyles. External providers	
7	PSHE, External Provider.	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
8	PSHE, External Provider.	
9	PSHE, Citizenship, Healthy Lifestyles, External Provider.	
10	Citizenship External provider	
11	External providers	

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, External Provider. PSHE, External Provider. PSHE, RE, Healthy lifestyles, External Provider. External providers External providers	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, gender identity or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
7 8 9 10 11	PSHE, External Provider. PSHE, External Provider. PSHE, RE, External Provider, Enterprise. External provider Enterprise. External provider	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.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, External provider PSHE, External provider PSHE Citizenship External provider External provider External provider	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
7 8 9 10 11	PSHE External Provider. PSHE External Provider PSHE, Citizenship, External Provider. External Provider External Provider	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, External Provider. PSHE, External Provider. PSHE Citizenship, External Provider. External Provider External Provider	What constitutes sexual harassment and sexual violence and why these are always unacceptable.
7 8 9 10 11	PSHE, External Provider. PSHE, External Provider. PSHE, External Provider. Citizenship. External Provider. External Provider.	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.

Relationships and sex education curriculum map – Online and media

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7	PSHE, ICT. External Provider.	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
8	PSHE, ICT. External Provider.	
9	External Provider, Enterprise, ICT Citizenship, Enterprise.	
10	External Provider	
11	External Provider	
7	PSHE, ICT. External Provider.	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.
8	PSHE, ICT. External Provider.	
9	External Provider, Careers, ICT Citizenship,	
10	ICT, Careers, External Provider	
11	External Provider	

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, ICT. External Provider. PSHE, ICT. External Provider. External Provider, Careers, ICT Citizenship, ICT, Careers, External Provider External Provider	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
All years	Support slides. All PSHE and rotation lessons & science.	What to do and where to get support to report material or manage issues online.
7 8 9 10 11	External Provider. External Provider External Provider. Citizenship, Healthy Lifestyles. External provider	The impact of viewing harmful content.
All years	External Providers	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.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, external provider PSHE, external provider PSHE, external provider, Healthy lifestyles, ICT External provider External provider	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
7 8 9 10 11	PSHE, ICT, External Provider. PSHE, ICT, External Provider. PSHE, ICT, External Provider, Enterprise, External Provider Enterprise, External Provider	How information and data is generated, collected, shared and used online.

Relationships and sex education curriculum map – Being safe

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 8 9 10 11	PSHE, RE, external provider PSHE, RE, external provider PSHE, Citizenship, external provider PSHE, Citizenship, external provider External provider	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.
7 – 9 10 - 11	PSHE, external provider External providers	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).

Relationships and sex education curriculum map – Intimate and sexual relationships, including sexual health

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 - 8 9 10 - 11	PSHE, External Provider. PSHE, Citizenship, external provider External Provider.	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.
9 – 10 11	PSHE, Healthy lifestyles, External Provider, Citizenship. External Provider.	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.
7 8 9 - 10 11	PSHE, Science. PSHE. PSHE, Healthy lifestyles, Science, Citizenship, External Provider. Science, external provider	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
7 - 9 10 - 11	PSHE, External Provider. External Provider.	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
7 - 8 9 10 11	PSHE, External Provider. PSHE, Citizenship, external provider Citizenship, external provider. External Provider.	That they have a choice to delay sex or to enjoy intimacy without sex.
9 10 11	PSHE, RE, External Provider. RE, External Provider, Science. Science, external provider	The facts about the full range of contraceptive choices, efficacy and options available.
9 10 11	PSHE, RE, External Provider. RE, External Provider, Science. Science, external provider	The facts around pregnancy including miscarriage.
9 10 11	PSHE, RE, External Provider. RE, External Provider, Science. Science, external provider	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).

YEAR GROUP	SUBJECT	TOPIC/THEME DETAILS
9 10 11	PSHE, External Provider, healthy lifestyles. Science, external Provider Science, external provider	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.
9 10 11	PSHE, External Provider, healthy lifestyles. Science, external Provider Science, external provider	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
7 – 8 9 10 11	PSHE PSHE, Healthy lifestyles, External Provider, Citizenship. Healthy Lifestyles, external provider. External provider	How the use of alcohol and drugs can lead to risky sexual behaviour.
7-9 10 - 11	PSHE, External Provider. Science, external provider	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
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	