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Relationships and Sex Education (RSE) Policy

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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools
- health education in state funded primary and secondary schools

These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

As a primary academy we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 this school we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps that draws upon the DfE guidance on sex and relationships (July 2000) and Relationships Education, Relationships and Sex Education (RSE) and Health Education, Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, (February 2019)

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
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 sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

Definition

The purpose of relationship and sex education is to help and support young people through their physical, emotional and moral development. Effective sex and relationship education are essential if young people are to make responsible and well-informed decisions about their lives. Decisions pupils make about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical, emotional, social and cultural development. We recognise that this is not a task for the school in isolation and we seek to work with parents to ensure that the teaching of sex and relationship education reflects their expectations and complements teaching in school and at home.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to reflect any issues that may arise in certain year groups, specific classes or based on any common threads reported through safeguarding cases and local issues that arise for the specific area. Alternatively, we also recognise that often individual children may require more support surrounding some of our themes and this requires some flexibility in our approach to teaching RSE.

We have developed the curriculum in consultation with parents, students and staff, considering the age, needs, maturity, SEND needs and feelings of students. If students 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. Staff will be supported through training in being able to answer sensitive questions appropriately.

Relationship education will focus on:

- Relationships education in primary schools will cover:
 - **Families and People who Care for Me**
 - **Caring Friendships**
 - **Respectful Relationships**
 - **Online Relationships** (*this will be supported by our Purple Mash program and coverage will also link to our computing curriculum*)
 - **Being Safe**
- To reflect modern society, children will be taught about such things as **civil partnerships as an alternative to marriage, preparing for the online world, and unhealthy relationships, including violence, abuse and bullying.**

Teachers should be aware that children will come from **a variety of different family and cultural backgrounds**, and should take this into account when preparing lessons.

Please note: 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).

Primary sex education will focus on (Year 5 and 6)

- Preparing boys and girls for the changes that adolescence brings (puberty)
- Knowing the correct anatomical terms for genitalia
- How a baby is conceived and born (reproduction)

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

The delivery of relationship and sex education will be delivered predominantly through the teaching of PSHE and circle time on a weekly basis. As well as this, aspects of the RSE curriculum will be covered during assembly time, through Religious Education, science and computing.

The programme is designed specifically to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. With the above aims in mind we have developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence. The programme begins at the point of entry in each school and is taught within PSHE. Sex education is taught in Year 5 predominantly through the science curriculum (this incorporates the life cycle of humans and animals including reproduction and how babies are conceived, changes that happen in humans from birth to old age including puberty and the correct anatomical terms for genitalia) and is continued in Year 6 where needed. RSE is not about the promotion of sexual activity.

Parents will be informed when particular aspects of sex and relationships education will be taught and what the content will cover. The school will inform parents when the programme will be beginning and share the contents of the scheme with them in advance. This will ensure that the necessary support is given to parents when talking about Sex and relationships education at home and any questions can be answered around the teaching of RSE.

Pupils will be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others, and also for the purpose of preventing and removing prejudice.

The programme (and staff linked to that programme) is outlined in Appendix 1.

RSE is taught inclusively to all pupils based on their starting points. We respect pupils unique starting points, gender identity, sexual orientation, disability, diversity, ethnicity, culture, age and religion or belief and will consider this when planning lessons.

RSE is taught through a range of teaching methods and interactive activities including, circle time, games, storybooks, assemblies and PSHE lessons.

Pupil voice will be considered when reviewing content and planning for future lessons.

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

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-science] components of RSE (see **Parents' right to withdraw from non-science components**).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Answer any sensitive questions appropriately or seek advice on how to answer them
- Modelling positive attitudes to RSE and not promoting any viewpoints/opinions
- Monitoring progress of the children in their classes
- Responding to the needs of individual students and ensure relevant bodies are kept informed (Pastoral/Family support/PSHE lead/Designated Safeguarding Lead)
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) components of RSE

Staff responsible for teaching RSE in school are Mr Cotton, Miss Deen, Miss Ridd and Mrs Wright. Supporting their teaching of RSE is Emily Burford as Pastoral Lead and Designated safeguarding Lead and Emma Eden as PSHE leader.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and appropriate support and training will be given.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, upholding the school's values and Golden Rules.

We will ensure a safe learning environment by ensuring that all children's values and beliefs are considered as are the 9 protected characteristics and British Values (See Appendix 4). Staff will offer the children opportunities to ask questions in a confidential environment according to our safeguarding policy. Where appropriate question boxes will be made available to raise questions anonymously that will be responded to at a later date. Appropriate training is given to all staff members in relationship to managing disclosures or safeguarding concerns that arrive during RSE lessons.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-science] components of sex education within RSE.

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

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

Training

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

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

Monitoring arrangements

The delivery of RSE in our school is monitored by Emily Burford as Pastoral Lead and Designated Safeguarding Lead and Emma Eden as PSHE lead through:

- Learning walks
- Monitoring of curriculum coverage in each year group
- Book scrutinies
- Pupil feedback
- Staff feedback
- Parent/carer feedback
- Staff training needs (identified from line/performance management)
- Resources
- School trends
- Local data trends

Students' development in RSE is monitored by class teachers as part of our internal assessment systems and any changes made will be communicated to parents.

This policy will be reviewed by the Trust annually. At every review, the policy will be approved by the Trust Education Committee.

Appendix 1: Relationships and sex education curriculum map

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> <u>Living in the wider world</u> Our Golden Rules and Values <u>Caring friendships</u> Taking turns and sharing What makes a good friend? How can you be a good friend? 	<ul style="list-style-type: none"> <u>Health and Prevention</u> Personal Hygiene – Handwashing and the spread of diseases. <u>Families and People who care for me</u> Identifying special people, what makes you special and how do special people care for one another. Who should you go to if I am worried and how can you attract their attention? 	<ul style="list-style-type: none"> <u>Health and Prevention</u> Sleep – Why is it important to get sufficient good quality sleep and how do poor sleeping habits affect weight, mood and ability to learn? <u>Online Safety – Relationships</u> Rules for and ways of keeping safe when using ICT and going online. How to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> <u>Families and People who care for me</u> Recognise the different types of relationships – acquaintances, friends, relatives and families – respect differences and know that all families are built on love and care. 	<ul style="list-style-type: none"> <u>Relationships</u> Secrets and confidentiality <u>Online Relationships</u> Recognise how images in the media and online do not always reflect reality. 	<ul style="list-style-type: none"> <u>Families and people who care for me</u> Recognise ways in which a relationship can be unhealthy and whom to talk to if you need support. 	<ul style="list-style-type: none"> <u>Families and people who care for me</u> Civil partnership and marriage as a public demonstration of commitment made between two people who love and care for each other. <u>Health and Prevention Personal Hygiene</u> – Handwashing and the spread of diseases – Link to 'Coughs and sneezes spread diseases.

Autumn 2	<ul style="list-style-type: none"> • <u>Living in the Wider World</u> Start to join the whole school for collective worship • <u>Health and Prevention</u> <u>Personal Hygiene –</u> Handwashing and the spread of diseases. • <u>Online Safety</u> Rules for and ways for keeping safe online 	<ul style="list-style-type: none"> • <u>Online Safety - Relationships</u> Rules for and ways of keeping safe when using ICT and going online. How to recognise risks, harmful content and contact, and how to report them. • <u>Anti-Bullying Week: Caring friendships –</u> Recognise what is fair and unfair, kind and unkind, right and wrong. If someone is unkind, how should you respond and who should you tell? Recognise that bodies and feelings can be hurt. • <u>Respectful relationships</u> Understand that everyone and every living thing has rights 	<ul style="list-style-type: none"> • <u>Families and people who care for me/</u> Respectful relationships Identify and respect similarities and differences. • <u>Anti-Bullying Week Caring friendships/respectful relationships</u> Recognise that your behaviour can affect other people. Recognise different types of bullying and teasing and understand these are unacceptable. Consider strategies to resist bullying or teasing, responsibilities as a bystander and who to tell. 	<ul style="list-style-type: none"> • <u>Anti-Bullying week Caring friendships</u> Develop strategies to solve disputes and conflict through negotiation and appropriate compromise • <u>Online Safety</u> Responsible use of technology Respectful relationships – Understand personal boundaries, identify what you are willing to share with different people friends, classmates and others – in real life and online The responsible use of mobile phones and safe user habits (time limits, turning it off at night) How is this linked to maintaining a healthy, balanced lifestyle? 	<ul style="list-style-type: none"> • <u>Anti-Bullying Week Respectful Relationships</u> Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, use of prejudice-based language, trolling) and how to respond and ask for help. • <u>Online Safety</u> Responsible use of technology – linked to cyber bullying. Strategies for keeping safe online – protecting personal information including passwords, addresses • <u>Health and Prevention</u> Dental hygiene – what are the health benefits of good oral hygiene including brushing and flossing. The 	<ul style="list-style-type: none"> • <u>Anti-Bullying Week Respectful Relationships</u> Realise the consequences of antisocial behaviour, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Develop strategies to support yourself and others at risk. • <u>Online Safety</u> Responsible use of technology – cyber bullying and trolling. Explore how pressure to behave in unacceptable, unhealthy or risky ways can come from different sources. Focus on online grooming 	<ul style="list-style-type: none"> • <u>Anti-Bullying Week Respectful Relationships</u> Recognise and challenge stereotypes • <u>Online Relationships</u> Critically examine what is presented in social media and why it is important to do this. Understand that social media can misrepresent and mislead. • <u>Being Safe</u> How to manage requests for images of themselves or others – what is and what is not appropriate to share and who to talk to if you feel uncomfortable • <u>Health and Prevention</u> The facts and science related to immunisation and vaccination
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Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					importance of regular dental check-up's.		
Spring 1	<ul style="list-style-type: none"> • <u>Stranger Danger</u> What is the definition of a stranger? Introduce the concept of good strangers and bad strangers – people who help us vs real strangers. What should you do if you get lost? Ways to stay safe – stay close to a grown up, hold hands • <u>Road Safety</u> • <u>Families</u> 	<ul style="list-style-type: none"> • <u>Families and people who are special to me</u> Where do I belong? Groups and communities • <u>Mental Wellbeing</u> Describe good and not so good feelings and develop simple strategies to manage them? How can you communicate your feelings to others? What do you do if others show you their feelings and how should you respond? • <u>Being safe</u> Understand what is meant by privacy, their right to keep things private and the importance of respecting the privacy of others. NSPCC Pants Campaign 	<ul style="list-style-type: none"> • <u>Physical Health and Fitness</u> What are the mental and physical benefits of an active lifestyle? Why is it important to build regular exercise into daily and weekly routines and how can this be done? What are the consequences of an inactive lifestyle and who would you speak to if you were worried about your health? • <u>Relationships</u> Coping with change and loss 	<ul style="list-style-type: none"> • <u>Living in the Wider World</u> Rules and Laws Human Rights United Nations Declaration of the Rights of a Child Why and how do laws protect us? 	<ul style="list-style-type: none"> • <u>Living in the Wider World</u> Responsibilities, rights and duties at home, at school and in the community Littering 	<ul style="list-style-type: none"> • <u>Living in the Wider World</u> World Money Management – What is debt? What is a loan and what is interest? What are the advantages and disadvantages of loans? Where can you go for support? World Rules and Laws linked to Anti-social and aggressive behaviours Consequences 	<ul style="list-style-type: none"> • <u>Being safe</u> Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Understand that you have the right to protect your body from unwanted/inappropriate contact Expect Respect (Domestic Violence Toolkit).

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	<ul style="list-style-type: none"> <u>Managing risk</u> How can we stay safe at home, on the way to school, in school? <u>Healthy Eating</u> What constitutes a healthy diet? 	<ul style="list-style-type: none"> <u>Living in the Wider World</u> Caring for our local environment including plants and animals. <u>Health and wellbeing</u> Understand that some household products, including medicines, can be harmful if not used properly. Basic first aid Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls. 	<ul style="list-style-type: none"> <u>Keeping safe</u> People who look after us Being safe Recognise that we have a shared responsibility for keeping ourselves and each other safe – Know when to say yes or no and when to ask for help or tell. <u>Basic first aid</u> Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls. 	<ul style="list-style-type: none"> <u>Wellbeing</u> How do you make informed choices (consider the positive, negative and neutral consequences of a choice) and begin to understand the concept of a balanced lifestyle? Food choices What are the consequences of an inactive lifestyle (including obesity) and who would you speak to if you were worried about your health? <u>Basic First Aid</u> Asthma – what is it and what should you do if you suspect someone is having an asthma attack? Choking – what to do if someone is choking? 	<ul style="list-style-type: none"> <u>Health and Wellbeing</u> Tobacco and vaping– What is it and how does it damage immediate and future health? Look at age restrictions and that it is illegal to own, use of give to others if under 18. <u>Basic First Aid</u> Anaphylaxis – What is it and what should you do if you suspect it? Burns and scalds 	<ul style="list-style-type: none"> <u>Health and Wellbeing</u> Alcohol – What is it and how does it damage immediate and future health? Look at age restrictions and that it is illegal to own, use of give to others if under 18. Include energy drinks <u>Basic First Aid</u> Bone, muscle and joint injuries Head injuries 	<ul style="list-style-type: none"> <u>Health and Wellbeing</u> Drugs – What is it and how does it damage immediate and future health? Understand that the use of recreational drugs is illegal. Basic first aid Primary survey, CPR and the recovery position Use of defibrillators <u>Living in the Wider World</u> Real v fake news

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	<ul style="list-style-type: none"> <u>Caring Friendships</u> <p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<ul style="list-style-type: none"> <u>Living in the Wider World</u> <p>Caring for our planet - Plastic Pollution</p> <ul style="list-style-type: none"> <u>Stranger Danger</u> <p>Revisit the definition of a stranger. What should you do if you get lost? Introduce the concept of a safe building – bank, post office, library, shop, doctor’s surgery</p> <p><u>Expect Respect</u> (Domestic Violence Toolkit)</p>	<ul style="list-style-type: none"> <u>Living in the Wider World</u> <p>Contributing to the life of the class. What does everyone bring to the class?</p> <ul style="list-style-type: none"> <u>Being safe</u> <p>Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes you feel uncomfortable or anxious.</p>	<ul style="list-style-type: none"> <u>Mental Wellbeing</u> <p>Mental wellbeing is a normal part of daily life, in the same way as physical health. What positively and negatively affects physical, mental and emotional health? Who should you turn to if you need support for your mental health?</p>	<ul style="list-style-type: none"> <u>Mental Wellbeing</u> <p>Recognise that you will experience conflicting emotions and how you might overcome these.</p> <ul style="list-style-type: none"> <u>Expect Respect</u> (Domestic Violence Toolkit) <u>Being safe</u> <p>Explore the idea of keeping something a secret and when you should and should not agree to this. When is it right to break a confidence or share a secret?</p>	<ul style="list-style-type: none"> <u>Mind fullness and emotional wellbeing</u> <p>Deepen child’s understanding of good and not so good feelings, to extend their vocabulary and enable them to explain both the range and intensity of feelings. Make links to transition to Year 6</p> <p>Who should you turn to if you need support for your mental health?</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <ul style="list-style-type: none"> <u>Expect Respect</u> (Domestic Violence Toolkit) 	<ul style="list-style-type: none"> <u>Mind fullness and emotional wellbeing</u> <p>Deepen child’s understanding of good and not so good feelings, to extend their vocabulary and enable them to explain both the range and intensity of feelings. Make links to transition to secondary school</p> <p>Who should you turn to if you need support for your mental health?</p> <ul style="list-style-type: none"> <u>Living in the Wider World</u> <p>Money management – tax, VAT and enterprising</p>

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	<ul style="list-style-type: none"> <u>Basic first aid</u> <p>People Who Help Us – The emergency services</p>	<ul style="list-style-type: none"> <u>Healthy Eating</u> <p>What constitutes a healthy diet? How can a healthy diet be maintained?</p> <ul style="list-style-type: none"> Reflecting on and celebrating achievements 	<ul style="list-style-type: none"> <u>Living in the Wider World</u> <p>Spending and saving Setting a budget Bank Accounts Pocket Money</p> <p>Reflecting on and celebrating achievements</p>	<ul style="list-style-type: none"> <u>Living in the Wider World</u> <p>Working towards a shared goal</p> <ul style="list-style-type: none"> Reflecting on and celebrating achievements 	<ul style="list-style-type: none"> <u>Being safe</u> <p>Water Safety – Staying safe around lakes, rivers and the sea. How can you protect yourself?</p> <ul style="list-style-type: none"> Living in the Wider World Plastic Pollution – damaging environments 	<ul style="list-style-type: none"> <u>Health and Wellbeing</u> <p>Sun Safety – Safe and unsafe skin exposure. Use of sunscreen and risks of skin cancer.</p> <ul style="list-style-type: none"> <u>Changing adolescent</u> <p>body Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. Human reproduction (Science curriculum)</p>	<ul style="list-style-type: none"> <u>Being Safe</u> <p>Talk about caring for their body and understand that they have a right to protect their body from inappropriate and unwanted contact – Link to Female Genital Mutilation as a type of abuse and a crime. How would you support a friend if they were fearful of this?</p>

Appendix 2: By the end of primary school students should know

Topic	Students 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 • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness

Topic	Students should know
	<ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including 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

Secondary schools insert (without amendment):

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

Topic	Students 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
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	Students 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)
Intimate and sexual relationships, including sexual health	<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 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>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</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>

Topic	Students should know
	<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>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)</p> <p>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</p> <p>About 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>

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	