

Impact North West Schools Relationship and Sex Education Policy

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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.
- Equip students with the knowledge to understand and manage the physical, emotional, and social aspects of relationships and sexuality.
- Promote self-respect, confidence, and empathy for others.
- Provide accurate information on human reproduction, sexual health, and contraception.
- Develop decision-making skills to help students make informed, responsible, and healthy choices.
- Encourage students to recognise the importance of consent and understand its legal and moral implications.
- Enable students to foster respect for diversity, including LGBTQ+ relationships, and combat prejudice and discrimination.
- Prepare students for the challenges of growing up and adulthood, including understanding family, friendships, and relationships.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

This policy is written in compliance with the statutory guidance from the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019), which mandates that all secondary schools must provide RSE.

As a secondary provision, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010.

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- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy development

Medium term policy will be developed in consultation with staff, pupils and parents / carers. The consultation and policy development process will involve the following steps:

1. Review – a member of staff or working group will pull together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents / carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we will investigate what exactly pupils want from their RSE.
5. Ratification – once amendments are made, the policy will be 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.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1. At Impact North West Schools (INWS) we follow the Jigsaw 11-16 PSHE Curriculum, but we may need to adapt it as and when necessary.

The Jigsaw 11-16 PSHE curriculum is a progressive, spiral approach to teaching RSE. It ensures that students revisit key concepts throughout their secondary education, with age-

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appropriate content. The curriculum is broken down into six key themes or “Puzzles” taught over the academic year:

1. **Being Me in My World** – Focus on self-identity, personal goals, and societal roles.
2. **Celebrating Difference** – Promoting respect for diversity and understanding issues like bullying and prejudice.
3. **Dreams and Goals** – Encouraging ambition and personal growth in relationships.
4. **Healthy Me** – Exploring physical and mental health, including sexual health.
5. **Relationships** – Building healthy, respectful, and loving relationships, including the importance of consent.
6. **Changing Me** – Addressing changes in adolescence, puberty, reproduction, and body image.

We have developed the curriculum in consultation with staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online

6. Delivery of RSE

RSE at INWS is primarily delivered through the Jigsaw PSHE lessons, which are timetabled and taught across all year groups. Lessons may also be supplemented by guest speakers, workshops, or activities led by external agencies or health professionals.

The following outlines the key content covered at each stage:

- **Key Stage 3 (Years 7-9):**
 - Puberty, menstruation, and physical changes in adolescence.
 - Body image and self-esteem.
 - Friendships, peer pressure, and respect for others.
 - Introduction to relationships, including consent and boundaries.
 - Understanding family diversity, LGBTQ+ inclusion, and respect for different types of relationships.
- **Key Stage 4 (Years 10-11):**
 - Sexual health, including contraception, STIs, and access to sexual health services.
 - Intimate relationships, consent, and the law.
 - Gender identity, sexual orientation, and respecting diversity.
 - Managing the emotional and physical aspects of relationships.
 - Online relationships and the risks of sharing personal information or images.

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

RSE Lessons will:

- Be taught in a safe, supportive, informative and inclusive environment.
- Use resources and materials that are age-appropriate, factual, and inclusive.
- Provide opportunities for students to ask questions and clarify any misunderstandings.
- Ensure that both the biological and emotional aspects of growing up are covered comprehensively.
- We will teach the RSE related topics within your curriculum, adapting the curriculum to meet the needs of our learners, including those with special educational needs.
- The delivery of the RSE will be embedded within the enrichment curriculum offer, through bespoke specialist agency support and through the PHSE curriculum.
- Biological aspects of RSE are taught within the science curriculum.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

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6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate.
 - Are in line with pupils' developmental stage.
 - Comply with:
 - This policy.
 - The [Teachers' Standards](#).
 - The [Equality Act 2010](#).
 - The [Human Rights Act 1998](#).
 - The [Education Act 1996](#).

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- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say.
 - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- We won't, under any circumstances:
- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

The Directors will approve the RSE policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Jayne Jones- Headteacher

8.1 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

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8.2 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 / carers 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 headteacher.

All teachers employed at IMPACT Northwest schools are required to teach RSE

8.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents / Carers' right to withdraw

Parents / carers 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.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents / carers and take appropriate action.

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

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10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Alisha Parle- Quality of Education/ Curriculum Intent through:

Observations, planning scrutinise and learning walks

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

This policy will be reviewed by David Lewis, annually. At every review, the policy will be approved by Jayne Jones Headteacher.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships. What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image



<p>Year 10 (14-15)</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships</p>	<p>Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health</p>	<p>Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport</p>
<p>Year 11 (15-16)</p>	<p>Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>	<p>Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health</p>	<p>Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship</p>		



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Year	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing Me



Jigsaw PSHE 11-16 (fourth edition, published 2024) is completely compliant with DfE statutory RSHE requirements for England (2019).

The grid below shows which Jigsaw lessons (shown by the numbers) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.

RELATIONSHIPS and SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMa) that there are different types of committed, stable relationships					1,2	3					2,3	1,2
	(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children						3						1
	(FAMc) 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						3	5					

RELATIONSHIPS AND SEX EDUCATION By the end of Secondary pupils should know:		Year 7 (11-12)						Year 8 (12-13)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES (FAM)	(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into							5					
	(FAMe) the characteristics and legal status of other types of long-term relationships						3						2
	(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting						3						
	(FAMg) 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	2,4,5		5					4				4



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

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



TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
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



Appendix 2: 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 pressuring others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, 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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS / CARERS			
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 / carers	