

## Impact North West Schools Relationship and Sex Education Policy

Date approved: September 2023  
Approved by: Impact North West Schools Proprietor Board  
Frequency of review: Annual  
Next review due: September 2024

*Working in partnership with...*



**ASDAN**



**Sports  
Leaders**



**Pearson**



Prince's Trust

**Contents**

1. Aims.....2

2. Statutory requirements .....2

3. Policy development.....2

4. Definition.....3

5. Curriculum.....3

6. Delivery of RSE .....3

7. Use of external organisations and materials .....5

8. Roles and responsibilities.....6

9. Parents’ right to withdraw .....7

10. Training .....7

11. Monitoring arrangements.....8

    Appendix 1: Curriculum map.....9

    Appendix 2: By the end of primary school pupils should know .....24

    Appendix 2: By the end of secondary school pupils should know .....27

    Appendix 3: Parent form: withdrawal from sex education within RSE .....31

*Working in partnership with...*



## 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.

## 2. Statutory requirements

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](#).
- 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. 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 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, but we may need to adapt it as and when necessary.

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**

- Our school's individual approach in delivering RSE is supportive, informative and inclusive.
- 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 PSHE curriculum.
- Biological aspects of RSE are taught within the science curriculum.

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 (Personal Development).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

## 6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

- Give careful consideration to the level of differentiation needed.

## 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](#).
- 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

### 8.2 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).

### **8.3 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 headteacher.

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

### **8.4 Pupils**

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

## **9. 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.

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 and take appropriate action.

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

## **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 Alisha Parle, annually. At every review, the policy will be approved by Jayne Jones Headteacher.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7

Autumn term 2022							
Lesson Number	1	2	3	4	5	6	7
Lesson title	Managing change	Types of relationships	Friendships and fallouts	Communication in relationships	Divorce and separation	Bullying	Cyberbullying
Lesson objectives	To understand more about change and how to deal with change	To consider how we behave differently with different people	To look at why friendships are important and how to solve it when things go wrong	To look at the right and wrong ways to communicate in relationships and explain how to be a good friend	To learn how to deal with the effects of separation and divorce	To understand the signs of bullying and how to support friends	To understand what cyberbullying is, how it is harmful, and what to do if you experience it
Area of guidance covered	Relationships						
National curriculum links							
Important calendar dates	Black history month - October Stress awareness week Social media kindness day Anti -Bullying week						



Spring term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Dealing with emotions	Puberty and personal hygiene	Bodies and boundaries	Eating too much/too little	Exercise	Resilience
Lesson objectives	To be able to recognise why emotions change as we get older and how to cope with the changes	Describe ways of managing physical changes during puberty, including how and why it is important to keep clean	To be able to recognise what is right and wrong with how I use my body	To be aware of the long term impacts of eating the incorrect amount of foods	To understand how exercise can change your life for the better	To understand how to cope with stressful situations as well as to be resilient
Area of guidance covered	<i>Health and wellbeing</i>					
National curriculum links		Biology - Reproduction		Biology - Nutrition and digestion		
Important calendar dates	International day of education Children's mental health week LGBT History month National careers week World Health Day					



Summer term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Human/Children's rights	Prejudice/Stereotyping	Diversity & Equality	Multiculturalism	Disability awareness	HWB survey/PSHE survey
Lesson objectives	To explore how Human Rights are protected against in the UK	Understand How can stereotyping lead to prejudice and discrimination	To understand the importance of diversity and equality in school and the wider community	To understand that there are different groups in our communities	To understand the impact of disability on individuals everyday lives and how to challenge prejudice	To be able to reflect on topics covered and implications for their own lives
Area of guidance covered	<i>Living in the wider world</i>					
National curriculum links	Citizenship -					
Important calendar dates	Mental health awareness week					



**Year 8**

<b>Autumn term 2022</b>							
<b>Lesson Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Lesson title</b>	Healthy eating	Energy drinks	Drugs	Alcohol	Smoking & Ecigs	Cost of substance misuse	Sleep
<b>Lesson objectives</b>	To know what 'healthy eating' is and to be able to say what you should eat to keep healthy	To understand the dangers of consuming energy drinks	To be able to explain the word 'drug' and name different types of drugs	To understand the effects of alcohol on the body and brain	To consider the health risks and consequences involved with smoking	To consider the social implications of abusing substances	To learn about the importance of sleep and strategies to maintain good sleep habits.
<b>Area of guidance covered</b>	Health & Wellbeing						
<b>National curriculum links</b>	Biology - Nutrition and digestion	Biology - Nutrition and digestion/ Health	Biology - Health	Biology - Health	Biology - Health	Biology - Health	
<b>Important calendar dates</b>	Black history month - October Stress awareness week Social media kindness day Anti -Bullying week						



<b>Spring term 2023</b>						
<b>Lesson Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Lesson title</b>	What is love?	Sexuality & attraction	Healthy relationships	Homophobia and LGBT rights	LGBT rights around the world	Gender identity
<b>Lesson objectives</b>	To be able to consider what a family is and what it means to love	To be able to define sexual orientation and explore key terms associated with attraction	To recognise the features of a positive relationship and how to resolve issues if things go wrong	To understand what homophobia is and explore the history of LGBT rights in the UK	To understand the differences between identity, attraction, expression and sex	To understand the differences between identity, attraction, expression and sex
<b>Area of guidance covered</b>	<i>Relationships</i>					
<b>National curriculum links</b>						
<b>Important calendar dates</b>	International day of education Children's mental health week LGBT History month National careers week World Health Day					



Summer term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Anxiety and confidence	Self harm and self care	Anorexia	Bulimia & binge eating disorder	Grief and bereavement	HWB survey/PSHE survey
Lesson objectives	To discuss the difference between anxiety and nervousness and how to embrace challenging situations	To be aware of the different types of self harm and why individuals may self harm.	To be aware of the signs symptoms and impacts of anorexia and where to go for support	To understand what bulimia and binge eating is and how society has an impact on eating disorders	To explore what grief is and how it affects people	To reflect on the topics covered and implications for their own lives
Area of guidance covered	<i>Health and wellbeing</i>					
National curriculum links						
Important calendar dates	Mental health awareness week					



**Year 9**

<b>Autumn term 2022</b>							
<b>Lesson Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Lesson title</b>	Positive relationships	Consent	Sexual harrasment	Sexting and nudes	Pressures of sex	STI's & Contraception	STI's & Contraception
<b>Lesson objectives</b>	To consider different forms of control in relationships, online and in real life	To understand what consent is and how we give and receive it	To be able to identify, describe and explain Public Sexual Harassment and possible solutions in the school and society	To be able to understand the legal, social and emotional consequences of sending sexts and nudes	To understand what pressures some individuals may face and the emotional impacts	To be able to identify, describe and explain STI's and different types of contraception and why it is important to use contraception	To be able to identify, describe and explain STI's and different types of contraception and why it is important to use contraception
<b>Area of guidance covered</b>	<i>Relationships</i>						
<b>National curriculum links</b>						Biology - Health, disease and the development of medicines/Coordination and control	
<b>Important calendar dates</b>	Black history month - October Stress awareness week Social media kindness day Anti -Bullying week						





Spring term 2023						
Lesson Number	1	2	3	4	5	6
<b>Lesson title</b>	Depression and low mood	Suicide	Anti-social behaviour	Racism and hate crime	Islamophobia & anti-semitism	Extremism and terrorism
<b>Lesson objectives</b>	To be able to identify the difference between low mood and depression	To be aware of the different types of self harm and why individuals may self harm	To be aware of the consequences of anti-social behaviour	To consider the impact of racism and hate crime on individuals lives	To understand what islamophobia and anti-semitism is and the impact it has on communities	To be able to consider different types of extremism and how people become radicalised
<b>Area of guidance covered</b>	<i>Health and wellbeing &amp; Living in the wider world</i>					
<b>National curriculum links</b>						
<b>Important calendar dates</b>	International day of education Children's mental health week LGBT History month National careers week World Health Day					



Summer term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Online grooming	FGM	Knife crime	Young offenders & prison	Gangs and County lines	HWB survey/PSHE survey
Lesson objectives	To be able to understand what online grooming is and how to recognise signs	To be able to understand what FGM is and how to get support	To understand the multiple consequences of carrying or using a knife	To be able to understand the consequences of committing a crime as a teenager	To be able to explain the reasons why people join gangs and the potential consequences of being part of a gang	To be able to reflect of the topics covered and implications for their own lives
Area of guidance covered	<i>Health and wellbeing &amp; Living in the wider world</i>					
National curriculum links						
Important calendar dates	Mental health awareness week					



**Year 10**

Autumn term 2022							
Lesson Number	1	2	3	4	5	6	7
Lesson title	Sex and Health & wellbeing	Healthy relationships	Obsessive friendships	Pleasure and masturbation	Teen pregnancy	Abortion	Successful parenting
Lesson objectives	To explore the links between sex and physical and mental wellbeing	To look at different forms of control in relationships online and in real life	To look at our friendships and assess whether they are positive and beneficial to our futures.	To explore the benefits and risks associated with masturbation	To understand the choices available to females who become pregnant	To understand the law and process surrounding abortion	To understand the responsibilities involved in parenting child
Area of guidance covered	Relationships						
National curriculum links							
Important calendar dates	Black history month - October Stress awareness week Social media kindness day Anti -Bullying week						



Spring term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Alcohol	Party safety	Drugs	Sunbeds	Responding to pressure	
Lesson objectives	To understand the effects of alcohol on the body, brain and wider society.	to explore ways of keeping yourself and others safe at parties	To look at the law on drugs and the impact of misuse of drugs	To understand the risks involved in using sun beds.		
Area of guidance covered	<i>Health and wellbeing</i>					
National curriculum links						
Important calendar dates	International day of education Children's mental health week LGBT History month National careers week World Health Day					



Summer term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	GCSE mindset	Revision techniques	Apprenticeships	Exam wellbeing	HWB Survey/PSHE	Work Experience / Mocks
Lesson objectives	To understand how a growth and VESPA mindset can support success at GCSE	To be able to use revision techniques that will support success at GCSE	To be able to understand what apprenticeships are and the advantages and disadvantages of an apprenticeship	To be able to understand why we may feel stressed during exams and how we can use strategies to manage this		
Area of guidance covered	<i>Health and wellbeing &amp; Living in the wider world</i>					
National curriculum links						
Important calendar dates	Mental health awareness week					



**Year 11**

Autumn term 2022							
Lesson Number	1	2	3	4	5	6	7
<b>Lesson title</b>	Tax and National Insurance	Credit and Debt	Insurance and Pensions	College Applications	Martin Lewis Documentary	Risk, fraud & cyber crime	MOCKS
<b>Lesson objectives</b>	To understand the basics of tax and national insurance	To understand debt and loans and the impact of debt	To understand why insurance, savings and pensions are important, and how they may impact your life	(IBates Lesson)	To understand some of the issues central to money for young people and explore how to future proof finances	To understand the negative effects of fraud and cyber-crime, and how to protect yourself from them	
<b>Area of guidance covered</b>	<i>Living in the wider world</i>						
<b>National curriculum links</b>							
<b>Important calendar dates</b>	Black history month - October Stress awareness week Social media kindness day Anti -Bullying week						



Spring term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	Sexting and revenge porn	Porn vs reality	Fertility & miscarriage	Marriage and civil partnership	Contraception/party safety/body boundaries/sex Q&A	MOCKS
Lesson objectives	To understand the legal, emotional and social consequences of sending sexts	To look at how sex in porn is different to real life and the implications of porn	To understand fertility in men and women and what might impact fertility	To understand marriage and the laws that surround marriage and civil partnership	To explore how to look after our own sexual health and where to seek advice and support	
Area of guidance covered	<i>Relationships &amp; Health &amp; wellbeing</i>					
National curriculum links						
Important calendar dates	International day of education Children's mental health week LGBT History month National careers week World Health Day					



www.impactnorthwestschools.org.uk  
 schooloffice@impactnorthwestschools.org.uk  
 0151 328 1561 • 07568060086

Summer term 2023						
Lesson Number	1	2	3	4	5	6
Lesson title	HWB Survey/PSHE survey	Revision	Revision	Revision	Revision	Revision
Lesson objectives						
Area of guidance covered						
National curriculum links						
Important calendar dates	Mental health awareness week					





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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



[www.impactnorthwestschools.org.uk](http://www.impactnorthwestschools.org.uk)  
[schooloffice@impactnorthwestschools.org.uk](mailto:schooloffice@impactnorthwestschools.org.uk)  
 0151 328 1561 • 07568060086

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

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



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



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



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

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	