



St Matthias School

Relationship and Sex Education Policy

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1. Aims

St Matthias School's Sex and Relationships Education Policy is an important part of the school's overall aim of educating children for life in the 21st century. It contributes to promoting the spiritual, moral, cultural, mental and physical development of children and prepares children for the opportunities, responsibilities and experiences of adult life.

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help children develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach children the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

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

From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

All schools are public bodies. As such, they have obligations under the Equality Act 2010, including:

a) A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

b) The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:

- i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010; i
- ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
- iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

3. Policy development

This Policy was also developed to meet good practice recommendations from the DfE. Parents, carers, teachers and children of St Matthias School have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE. The consultation and policy development process involved the following steps:

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make comment
4. Pupil consultation – we investigated what exactly children want from their RSE and a panel of students were invited to respond to this policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The purpose of the policy is to provide all children with sex and relationships education within a framework for PSHE and some other curriculum areas, which will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSE is about the emotional, social and cultural development of children, 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum model we use is based upon best practice as established by the PSHE Association. We have developed the curriculum taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE and Beliefs and Decisions). Children also receive stand-alone sex education sessions delivered by a trained health professional.

Teaching staff are responsible for the delivery of lessons and key RSE messages. All staff will be supported by pre-prepared lessons and resources which are developed to include using distancing techniques with students. Staff will receive additional support from internal and external staff including the PSHE Lead, Safeguarding Lead, SLT and the School Nurse.

Teaching staff will receive ongoing training as required to support with developing awareness and needs. Staff receive training in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students.

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

The school has a duty to ensure that children with special educational needs and learning difficulties are properly included in RSE. RSE should help all children understand their physical and emotional development and enable them to make positive decisions in their lives.

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).

It is recognised that there will be a range of opinions regarding RSE. Teachers of Sex and Relationship Education will be sensitive to cultural difference; homophobic / sexist attitudes; sexual orientation, and there should be no promotion of sexual orientation; different types of strong mutually supportive relationships whilst ensuring that children learn the significance of marriage and stable relationships as key elements of community and society.

To ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships teachers, all those contributing to RSE are expected to work within the values framework of this policy. The starting principle when teaching RSE is that the applicable law will be taught in a factual way so that children are clear on their rights and responsibilities as citizens.

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

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual children (e.g. those with special educational needs and disabilities – “SEND children”)
- › Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science 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 their line manager in the first instance and then the headteacher.

Teaching staff are responsible for the delivery of lessons and key RSE messages at St Matthias School. Key staff members teach timetabled weekly lessons as outlined in Delivery of RSE.

7.4 Children

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

SEND children follow the same RSE programme as all other children. When appropriate, and to ensure that the RSE Curriculum is accessible for all children, teaching will be differentiated, and content will be adapted to meet the needs of SEND children.

8. Parents’ right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science 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/PSHE lead.

A copy of withdrawal requests will be placed in the child’s educational record. The headteacher/PSHE lead will discuss the request with parents and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and training is revisited as part of ongoing CPD. The PSHE lead will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The impact of RSE at St Matthias School is monitored by through learning walks, the staff appraisal process and day to day management or communication with colleagues, children and parents or carers. The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationships and sex education						
Topic (DfE statutory wording)	Skill (summarised from PSHE Association)					
Families		Y7	Y8	Y9	Y10	Y11
That there are different types of committed, stable relationships.	KS3 R8: Different types of relationships: those within families, friendships, romantic / intimate relationships / factors that can affect these (age, gender, power and interests)	Spr 1 Sum 1		Spr 1		
	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Spr 1 Sum 1		Spr 1		
How these relationships might contribute to human happiness and their importance for bringing up children	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Spr 1 Sum 1				
what marriage is*, including its 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	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Sum 1				

why marriage is an important relationship choice for many couples and why it must be freely entered into	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion					Spr 1
the characteristics and legal status of other types of long-term relationships	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion				Spr 2	
the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	Sum 1				
	KS3 R11: Roles / responsibilities of parents, carers / children in families	Sum 1				
	KS4 R4: Parenting skills / qualities and central importance to family life (including the implications of young parenthood; making informed choices about parenting inc breastfeeding)				Sum 1	
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	KS3 R29: Support services available for themselves and others in unhealthy relationship and how to access them				Spr 1 Spr 2	

or advice, including reporting concerns about others, if needed	KS4 R7: Awareness of exploitation, bullying, harassment, controlling relationships (including unacceptability of physical, emotional, sexual abuse in teenage relationships, including in group settings such as gangs). Skills and strategies to respond / access support				Spr 1 Spr 2	Spr 1
Respectful relationships, including friendships		Y7	Y8	Y9	Y10	Y11
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	KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	Spr 1 Sum 1	Spr 1 Sum 1	Spr 1 Sum 1 Sum 2		
	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships				Spr 1 Spr 2 Sum 1	
practical steps they can take in a range of different contexts to improve or support respectful relationships	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace			Spr 1 Sum 1 Sum 2		Spr 1
	KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	Spr 1 Sum 1	Spr 1 Sum 1			

	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships				Spr 1 Spr 2 Sum 1	Spr 1
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)	S3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	Spr 1 Sum 1	Spr 1 Sum 1	Spr 1		
	KS4 R2: the characteristics and benefits of positive, strong, supportive, equal relationships				Spr 1 Sum 1	Spr 1
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	KS4 R20: to understand and respect others' faith and cultural expectations concerning relationships and sexual activity				Spr 1 Sum 1	Spr 1
	KS4 L2: about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace				Sum 1	
	KS3 L3: Similarities, differences /diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation. Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities	Spr 1	Spr 1			
	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations		Spr 1			
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations	Spr 1	Aut 1			

bystanders to report bullying and how and where to get help	that may limit aspirations					
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.				Sum 1	Spr 1
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support				Spr 1 Sum 1	
what constitutes sexual harassment and sexual violence and why these are always unacceptable	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.				Spr 1 Sum 1	Spr 1
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support				Spr 1 Sum 1	Spr 1
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	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace		Aut 2	Aut 2	Sum 1	
	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.			Aut 2		Spr 1

	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support				Spr 1	
Online and media		Y7	Y8	Y9	Y10	Y11
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images)	Sum 1	Sum 1 Spr 1	Spr 2 Sum 1		
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	KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy	Sum 1	Sum 1 Spr 1	Spr 2		
	KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these			Spr 2 Sum 1	Sum 1	
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	KS3 R38: how sharing of explicit images may constitute serious criminal offence		Spr 1	Spr 2 Sum 1		
	KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy		Spr 1	Spr 2 Sum 1		
	KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these		Sum 1	Spr 2		

				Sum 1		
what to do and where to get support to report material or manage issues online*	No specific coding at time of writing		Sum 1	Sum 1		
the impact of viewing harmful content	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn)			Sum 1		
	KS4 R14: sex in the media / mpact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)			Sum 1	Sum 1	Spr 1
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 partner	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn)			Sum 1		
	KS4 R14: sex in the media / mpact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)				Sum 1	Spr 1
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	KS3 R38: when / how sharing of explicit images may be serious crime		Sum 1	Sum 1		

how information and data is generated, collected, shared and used online	KS3 L17: Protecting own and others' reputations; r 'on-line presence': personal 'brand' how this can be enhanced or damaged			Spr 2	Sum 1	
Being Safe		Y7	Y8	Y9	Y10	Y11
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	KS3 R19: consent and law (legal age of consent for sexual activity, the legal definition, responsibility in law for the seeker of consent to ensure that consent given)	Spr 2 Sum 1	Spr 1 Sum 1	Spr 2 Sum 1		
	KS4 R8: consent in relevant, age-appropriate contexts				Sum 1	
	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion	Sum 1	Spr 1 Sum 1	Spr 2 Sum 1		
	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.			Sum 1	Spr 1 Sum 1	Spr 1
	KS4 R9: impact of domestic abuse (where to go for help and support)				Sum 1	Spr 1
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts,	KS3 R20: seeking the consent / be sure that consent has been given; to assertively withhold or withdraw consent	Spr 2 Sum 1	Spr 1 Sum 1	Spr 2 Sum 1		

including online)	KS4 R15: seeking consent / respecting others' right to give, not give or withdraw consent for all tpes of sexual activity				Spr 1 Sum 1	Spr 1
Intimate and sexual relationships, including sexual health		Y7	Y8	Y9	Y10	Y11
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	KS3 R5: strong feelings and emotions in relationships (inc sexual attraction)	Sum 1	Sum 1			
	KS4 R2: traits / benefits of positive, strong, supportive, equal relationships			Spr 2 Sum 1	Spr 1 Sum 1	
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	KS3 R15: Different levels of intimacy / consequences	Sum 1	Sum 1	Spr 2 Sum 1		
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	KS4 R27: Fertility levels can vary; can be damaged by STIs and decrease with age				Aut 2 Sum 1	
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	KS3 R30: Peer pressure / strategies to manage it; recognise 'group think' and strategies for managing it	Spr 1	Aut 1	Spr 2		

that they have a choice to delay sex or to enjoy intimacy without sex	KS3 R16: respect the right not to have intimate relationships until ready	Sum 1	Sum 1	Sum 1		
	KS3 R17: readiness for sex and the benefits of delaying this		Sum 1	Sum 1		
	KS4 R21: assess readiness for sex				Sum 1	
the facts about the full range of contraceptive choices, efficacy and options available	KS3 R21: Contraception (condom pill, more) / communication / negotiation skills for contraceptive use in healthy relationships		Sum 1			
The facts around pregnancy including miscarriage**	No coding given at time of writing				Aut 2 Sum 1	
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)	KS4 R24: why parents choose to adopt/foster or to place children for adoption/fostering				Aut 2 Sum 1	
	KS4 R25: abortion, current legal position / range of beliefs and opinions				Aut 2 Sum 1	
	KS4 R26: help / support for unintended pregnancy, the possible physical and emotional reaction / responses - and where to go for accurate, impartial advice / support				Aut 2 Sum 1	

<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>access / correct use of contraception and emergency contraception, negotiating condom use</p>		<p>Sum 1</p>		<p>Sum 2</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>KS3 H12: How STIs are spread and that barrier contraceptives offer some protection against this</p>		<p>Sum 1</p>		<p>Sum 2</p>	
<p>how the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p>KS3 H28: personal and social risks and consequences of substance use / misuse</p>			<p>Spr 2</p>		
	<p>KS4 R18: impact of drugs / alcohol on choices / sexual behaviour</p>			<p>Spr 2</p>	<p>Sum 2</p>	
<p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>KS4 H6: access reliable sources of info, advice and support for all aspects of physical or mental health (including sexual health services)</p>		<p>Spr 2</p>	<p>Sum 1</p>	<p>Sum 1 Sum2</p>	

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

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

Appendix 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	