# WINCHCOMBE SCHOOL

| Relationships & Sex Education Policy | Review Committee: |
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| **Effective Date: January 2017** | **Curriculum** |
| **Review Date:   Nov 19, April 21** | |
| **To be Reviewed:  April 22** | |

| Adopted | | |
|---|---|---|
| Signature | | Headteacher |
| Signature | | Chair of Curriculum |
| Date | | |

| Version | Revised against model policy | |
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| Updates | Curriculum Map updated | |

# Contents

# 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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help students develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach students the correct vocabulary to describe themselves and their bodies

Relationships and Sex Education Statement:

At Winchcombe School, Sex and Relationships Education forms part of a wider programme of health education which is addressed through Personal, Social and Health Education programme, Citizenship, Religion and Philosophy, Ethics and aspects of the Key Stage Three and Four Science Curriculum as well as all five outcomes.

The focus is on the building of relationships, the giving of information as concerns Sexual Health issues, establishing a clear and explicit values framework of mutual respect, gender equality and an acceptance of diversity as well as emphasizing the importance of planned parenthood. The focus on the emotional side of RSE comes within PSHE and Citizenship. The focus within Science is on the biological aspects of RSE.

We believe that sex and relationships education is important for all students and we aim to do more to inform parents about what SRE we are delivering in each key stage and to involve students, parents, governors and teaching staff in the consultation process and internal dialogue required for effective future provision of RSE.

# 2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Winchcombe School we teach RSE as set out in this policy.

# 3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Student consultation – we investigated what exactly students want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of students, 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.

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

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

## 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).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

Where a specific need is identified direct bespoke intervention sessions are delivered by our Pastoral team. This may be in a situation where a specific concern has been raised that requires immediate intervention. Parents are always informed about the need and content of the intervention session.

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

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 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).

RSE is taught through Citizenship, PSHE and Science and also as a subject for discussion within Religion and Philosophy and Ethics with a focus on Relationships, Faith and Culture.

The emphasis is on the students developing an understanding of how the body works as well as moral issues such as respect for all human sexuality, the arguments for delaying sexual activity, the positives of communicating effectively and behaving in a responsible manner to one another, protecting themselves and where they have one their partner from unintended/ unwanted conceptions and sexually transmitted infections including HIV.

We also focus on providing access to confidential sexual health advice and emphasizing the positives of happy relationships, marriage and a balanced view of the role/ place of RSE within society today.

We offer a student drop in service with the school nurse at which advice and contraceptives may be given following the completion of a professional led assessment.

RSE content is included within the teaching framework at KS3 for PSHE/ Personal Development and the KS4 PSHE/Personal Development Programme of Study. It is also within the Science Programme of Study and the Programme of Study for Religion and Philosophy.

# 7. Roles and responsibilities

## 7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Curriculum Committee.

## 7.2 The headteacher

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

## 7.3 Staff

RSE will be organised by the Assistant Headteacher (Personal Development) working with the Pastoral team with form tutors.

Where appropriate outside agencies will be used including WAM and the school nurse and the extended drop in service.

It will also be taught by Science teachers.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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.

## 7.4 Students

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

# 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

# 9. Training

Staff required to deliver sessions are trained on the delivery of RSE.

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.

# 10. Monitoring arrangements

The delivery of RSE is monitored by Assistant Headteacher (Personal Development) through:

- Learning Walks
- Student Feedback
- Staff Feedback
- Monitoring of related incidents

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

This policy will be reviewed by Assistant Headteacher (Personal Development) annually. At every review, the policy will be approved by Curriculum Committee.

**Personal Development Curriculum Map incl. Relationships and sex education**

| Date | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|
| 10th Sept<br><br>Attitude | MANIFESTOS<br><br>How to find careers resources in sharepoint & website | MANIFESTOS<br><br>How to find careers resources in sharepoint & website | MANIFESTOS<br><br>How to find careers resources in sharepoint & website | MANIFESTOS<br><br>How to find careers resources in sharepoint & website | MANIFESTOS<br><br>How to find careers resources in sharepoint & website |
| 24th Sept | 7 Cl Relationships (WAM)<br>7 La WB MH1 Intro to my health<br>7 Pr WB ML15 (16) Relationships<br>7 Su Internet safety EB | WB MM10 Resilience / Toot Toot | 9 Cl Finances (RW)<br>9 La WB MM11 (12) Determination<br>9 Pr  Sexting EB<br>9 Su WB ML16 (17) Interaction | Lesson 1:<br>Employability skills gap | Red tie ceremony / tutor time |
| 8th Oct | 7 Cl  Internet safety EB<br>7 La Relationships (WAM) | Lesson 1:<br>Dreams & aspirations – personal profile | 9 Cl WB ML16 (17) Interaction<br>9 La Finances (RW) | 10 Cl & 10 La Teams training | Lesson 1:<br>Social Justice: your choices & Labour |

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|---|---|---|---|---|---|
| | 7 Pr WB MH1 Intro to my health<br><br>7 Su WB ML15 (16) Relationships | | 9 Pr WB MM11 (12) Determination<br><br>9 Su Sexting EB | 10 Pr & 10 Su Study Skills | Market Information (LMI) |
| 22 Oct | 7 Cl WB ML15 (16) Relationships<br><br>7 La  Internet safety EB<br><br>7 Pr Relationships (WAM)<br><br>7 Su WB MH1 Intro to my health | Lesson 2:<br><br>Enterprise project 1/4 | Lesson 1:<br><br>Where can I get advice? What career would suit me? Personality testing | 10 Pr & 10 Su Teams training<br><br>10 Cl & 10 La Study Skills | Lesson 2:<br><br>Career path planning<br><br>Exploring post 16 options – career path planning |
| Half term | | | | | |
| 12th Nov<br><br>Stewardship | 7 Cl WB MH1 Intro to my health<br><br>7 La WB ML15 (16) Relationships / Toot Toot<br><br>7 Pr Internet safety EB<br><br>7Su Relationships (WAM) | Lesson 3:<br><br>Enterprise project 2/4 | Lesson 2:<br><br>Career path planning | Lesson 4:<br><br>Future Planning | 11 Cl & 11 La = Elevate<br><br>(SC organizing – drama studio)<br><br>11 Pr & 11 Su Teams training |

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| 26th Nov | WB ML5 Healthy habits | Lesson 4:<br><br>Enterprise project 3/4 | Lesson 3:<br><br>Options process & future planning | Employability skills (missed in year 9) | 11 Cl & 11 La Teams training<br><br>11 Pr & 11 Su = Elevate<br><br>(SC organizing – drama studio) |
| 10th Dec | WB MH3 Being Active | Lesson 5:<br><br>Enterprise project 4/4 | 9 Cl  Sexting EB<br><br>9 La WB ML16 (17) Interaction<br><br>9 Pr Finances (RW)<br><br>9 Su WB MM 11(12) Determination | WB MH5 (17) Fitness part 1 | Lesson 4:<br><br>References and personal statements<br><br>(copies to MH) |
| Christmas holiday | | | | | |
| 7th Jan<br><br>Pride | Lesson 1:<br><br>Skills, qualities & aspirations | 8 Cl WB MM15 (16) Mental health Part 1<br><br>8 La WB ML2 Lifestyle<br><br>8 Pr Healthy Relationships (WAM)<br><br>8Su Puberty (dvd from CW) | 9 Cl WB MM 11 (12) Determination<br><br>9 La Sexting EB<br><br>9 Pr WB ML16 (17) Interaction<br><br>9 Su Finances (RW) | Digital footprint<br><br>PIXL  E-s6 | Lesson 3: exploring post 16 options |

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|---|---|---|---|---|---|
| 21st Jan | Lesson 2:<br>Soft skills & managing change | 8 Cl WB ML2 Lifestyle<br>8 La WB MM15 (16) Mental health Part 1<br>8 Pr Puberty (dvd from CW)<br>8 Su Healthy Relationships (WAM) | Building Healthy Relationships | Social media (Pt2)<br>(Social media and mental health)<br>PIXL   E-s6 | Lesson 5:<br>Digital footprint: friend or foe? |
| 4th Feb | Lesson 3:<br>'My community' year group careers event<br><br>**(Preparation is to be done in PM Reg time in the week preceding this event)** | 8 Cl Healthy Relationships (WAM)<br>8 La Puberty (dvd from CW)<br>8 Pr WB MM15 (16) Mental health Part 1<br>8 Su WB ML2 Lifestyle | 9 Cl STI's (WAM)<br>9 La Online behaviour PIXL   E-s5<br>9 Pr, Su Lesson 4: Options – exploring careers & qualifications | Coping with stress<br>Mindfulness | **Elevate<br>-<br>'time management'<br><br>Whole year group activity (SC)** |
| Half term | | | | | |
| 18th Feb<br>Integrity | WB MH10 (11) Healthy Routines Part 1 | 8 Cl Puberty (dvd from CW)<br>8 La Healthy Relationships (WAM)<br>8 Pr WB ML2 Lifestyle | 9 Cl Online behaviour PIXL    E-s5<br>9 La STI's (WAM) | Eco-enterprise I<br><br>(missed house day in year 9 & link to school value of stewardship) | Lesson 6:<br>The world of work: working patterns and finding employment |

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| | | 8 Su WB MM15(16) Mental health part 1 | 9 Pr, Su Lesson 5: Employability skills | | |
| 11th Mar | Lesson 4: My future – using the school website careers section, thinking ahead | WB MH22 (23) Sleep | 9 Cl, La Lesson 4: Options – exploring careers & qualifications<br>9 Pr STI's (WAM)<br>9 Su Online behaviour PIXL E-s5 | Eco-enterprise II<br><br>(missed house day in year 9 & link to school value of stewardship) | Lesson 7: Future proofing |
| 25th Mar | Lesson 5: Exploring local businesses & careers – student presentations / displays | Finances (RW) | 9 Cl, La Lesson 5: Employability skills<br>9 Pr Online behavour PIXL E-s5<br>9 Su STI's (WAM) | Eco-enterprise III<br><br>(missed house day in year 9 & link to school value of stewardship) | Lesson 8: The world of work: Gender issues & the glass ceiling |
| Easter holiday | | | | | |
| 26th April<br><br>Responsibility | 7 Cl Finances (RW)<br>7 La WB MH 23 (24) Being Mindful | Lesson 6: | Lesson 6: | WB MM17 (18) Mental Health Part 3 | Destinations |

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| | 7 Pr  and Su (WAM) | Employer encounter - speed networking event preparation

(follow-up to be done at PM reg) | The world of work: applications and globalisation | 10 Cl Consent (WAM) | |
| 6th May | 7 Cl WB MH28 (29) Staying safe

7 La  WB MH 28 (29) Staying Safe

7 Pr Finances (RW)

7 Su  WB MH 23 (24) Being Mindful | Lesson 7:

Linking qualifications and skills with jobs – personal profiles & salaries (LMI)

(development of speed networking event) | Lesson 7:

Exploring local businesses & careers – student presentations /displays | **Elevate

-

Memory mnemonics**

**Whole year group activity (SC)** | WB MM7

Mental Toughness Part 1

Final Window for Personal Development Award |
| 20th May | 7Cl  & La (WAM)

7 Pr WB MH 23 (24) Being Mindful

7 Su Finances (RW) | Internet safety EB | Lesson 8:

Work experience – expectations, making contact & paperwork | WB ML13 (14) Achievement

10 Su Consent (WAM) | **GCSE's** |
| Half Term | | | | | |
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| 10th June<br>Enjoy Success!! | WB MH26 (27) Food Habits | Lesson 8:<br>Exploring local businesses & careers – student presentations / displays | The law & consumer rights | – mock interview prep or work experience prep | **GCSE's** |
| 24th June | 7 Cl WB MH 23 (24) Being Mindful<br>7 La Finances (RW)<br>7 Pr WB MH28 (29) Staying Safe<br>7Su WB MH28 (29) Staying safe | Police visit (TY) | WB MM16 (17) Mental Health Part 2 | WB ML6 Balance (life)<br><br>: 10 La Consent (WAM) | **GCSE's** |
| 8th July | End of year review & reflection<br>Final Window for Personal Development Award | End of year review & reflection<br>Final window for Personal Development Award | End of year review & reflection<br>Final window for Personal Development Award | End of year review & reflection<br>Final window for Personal Development Award | **GCSE's** |

# WAM Youth's RSE Sessions & UK Statutory Guidance for Secondary Schools RSE

| Topic Area | Pupils should know… | Covered in WAM's Sessions on… |
|---|---|---|
| **Families** | that there are different types of committed, stable relationships. | **Healthy Relationships** |
| | how these relationships might contribute to human happiness and their importance for bringing up children. | **Parenthood** |
| | 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.<br>why marriage is an important relationship choice for many couples and why it must be freely entered into.<br>the characteristics and legal status of other types of long-term relationships. | **Healthy Relationships** |
| | the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | **Parenthood** |
| | 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. | **Healthy Relationships** |
| **Respectful Relationships** | 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 | **Emotions and relationships**<br>**Healthy Relationships**<br>**Sex & Relationships** |

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| | 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. | **Emotions and Relationships**<br>**Healthy Relationships**<br>**Sex & 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).<br>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.<br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.<br>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. | **Within all our sessions we look to challenge stereotypes and**<br>**encourage the development of healthy respect of self and others.** |
| | that some types of behaviour within relationships are criminal, including violent behaviour and coercive control<br>what constitutes sexual harassment and sexual violence and why these are always unacceptable. | **Consent and the Law** |
| **Online and Media** | their rights, responsibilities and opportunities online, including that | **Healthy Relationships** |

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| | the same expectations of behaviour apply in all contexts, including online. | **Safe Online Behaviour** <br> **Consent and the Law** |
| | 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. <br> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | **Safe Online Behaviour** <br> **Consent and the Law** |
| | what to do and where to get support to report material or manage issues online. | **Safe Online Behaviour** <br> **Consent and the Law** |
| | the impact of viewing harmful content. <br> 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. | **Sex & Relationships** <br> **Consent and the Law** |
| | that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | **Safe Online Behaviour** <br> **Consent and the Law** |
| | how information and data is generated, collected, shared and used online. | **Safe Online Behaviour** |
| **Being Safe** | 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. | **Many of these concepts and laws are referred to throughout WAM sessions but further information can be provided or included if requested** |
| | how people can actively communicate and recognise consent from | **Consent and the Law** |

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| | others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). | |
| **Intimate and sexual relationships including sexual health** | 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. | **Emotions and relationships** **Healthy Relationships** **Sex & Relationships** |
| | 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. | **Emotions and relationships** **Healthy Relationships** **Sex & Relationships** **STIs** |
| | the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | **Puberty & Becoming an Adolescent** **STIs** |
| | that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | **Sex & Relationships** **Consent and the Law** |
| | that they have a choice to delay sex or to enjoy intimacy without sex. | **Sex & Relationships** |
| | the facts about the full range of contraceptive choices, efficacy and options available. | **Partially discussed in Sex & Relationships and STIs** **Full information can be added into any session on request** |
| | 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 | **Can be discussed as part of Sex & Relationships session on request** |

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| | 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) | **Sex & Relationships**<br>**STIs** |
| | about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment and the importance of and facts about testing. | **STIs** |
| | how the use of alcohol and drugs can lead to risky sexual behaviour. | **Healthy Relationships**<br>**Sex & Relationships**<br>**Consent and the Law** |
| | how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | **Sex & Relationships**<br>**STIs** |
| **Mental Wellbeing** | how to talk about their emotions accurately and sensitively, using appropriate vocabulary. | **Emotions and Relationships** |
| | how to recognise the early signs of mental wellbeing concerns. | **Emotions and Relationships** |
| | how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. | **Emotions and Relationships** |
| **Internet Safety and Harms** | the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships | **Safe Online Behaviour** |

| | including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. | |
|---|---|---|
| **Changing Adolescent Body** | key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health. | **Puberty and becoming an Adolescent** |

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

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br><br>• How these relationships might contribute to human happiness and their importance for bringing up children<br><br>• 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<br><br>• Why marriage is an important relationship choice for many couples and why it must be freely entered into<br><br>• The characteristics and legal status of other types of long-term relationships<br><br>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting<br><br>• 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 | • 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<br><br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>• 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)<br><br>• 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<br><br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help<br><br>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control<br><br>• What constitutes sexual harassment and sexual violence and why these are always unacceptable<br><br>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Online and media | • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online<br><br>• 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<br><br>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them<br><br>• What to do and where to get support to report material or manage issues online<br><br>• The impact of viewing harmful content<br><br>• 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<br><br>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail<br><br>• How information and data is generated, collected, shared and used online |
| Being safe | • 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<br><br>• 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 | STUDENTS SHOULD KNOW |
|---|---|
| Intimate and sexual relationships, including sexual health | • 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<br><br>• 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<br><br>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br><br>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br><br>• That they have a choice to delay sex or to enjoy intimacy without sex<br><br>• The facts about the full range of contraceptive choices, efficacy and options available<br><br>• The facts around pregnancy including miscarriage<br><br>• 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)<br><br>• 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<br><br>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br><br>• How the use of alcohol and drugs can lead to risky sexual behaviour<br><br>• 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 | |
| | |