SEX AND RELATIONSHIP EDUCATION POLICY

STATEMENT OF INTENT

Great Academies Education Trust believes that Sex and Relationship Education (SRE) is an integral element of a Student's education and that it plays an important role in preparing them for adulthood. The trust's SRE programme aims to develop pupils' self-awareness, self-esteem and confidence to enable them to develop positive relationships and make positive decisions in their lives.

The aim of this policy is to clearly communicate to the academy community and it's stakeholders, the manner in which SRE will be delivered and the rationale behind this.

CONTENTS

1. **AIMS**

The aims of relationships and sex education in our trust are to:

- Create 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
- Encourage pupils to make responsible, informed decisions about the relationships they form and the actions they take;
- Develop assertiveness and communication skills;
- Explore and examine feelings, attitudes, morals and values such as love, anger, trust, respect, sadness and grief; and
- Foster self-esteem, positive self-image and confidence.

2. STATUTORY REQUIREMENTS

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary academies.

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

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

    At Great Academies Education Trust schools we teach RSE as set out in this policy

3. POLICY DEVELOPMENT

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

- Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance

- Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools

- Pupil consultation – we investigated what exactly pupils want from their RSE

- Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

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. It 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 parents, pupils and 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.

The curriculum has been organised in line with the statutory requirements outlined in the DfE Relationships and Sex Education (RSE) and Health Education' guidance of 2019 and updated in 2021

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community. Each of our schools utilise a variety of resources such as the PSHE association guidance and local and national data in the creation of their bespoke curriculum to ensure they adequately meet the needs of the students they serve.

6. DELIVERY OF RSE

Delivery within primary academies
RSE is taught within the personal development and mutual understanding curriculum (PDMU) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and the No Outsiders curriculum.

In Year Five, children also receive sex education lessons focused on puberty and reproduction delivered by a trained staff member with the support of a health professional where possible.

RSE focuses on giving children 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 the primary RSE curriculum, see Appendix One.

Delivery within secondary academies
Delivery of SRE will be through planned aspects within the Science and PSHE curriculum areas and will be jointly coordinated by the subject leaders for PSHE and Science.

Moral and ethical issues may also be addressed through other Curriculum subjects as appropriate.

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 the secondary 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).

Across our trust, 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.

INCLUSIVITY

Our academies 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:

  o Safe and supported

  o Able to engage with the key messages

They will also:

• Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

  o A whole-class setting

  o Small groups or targeted sessions

  o 1-to-1 discussions

  o Digital format

- Give careful consideration to the level of adaptation needed

USE OF RESOURCES

Our academies will consider whether any resources they 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

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

We remain 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.

Our academies **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 they 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:
    - o What they're going to say
    - o 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, 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

Our academies **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 BOARD OF TRUSTEES

The board of trustees will approve the RSE policy, and hold the headteacher to account for its implementation through local governing bodies

THE CEO

The CEO will:
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

LOCAL GOVERNING BODIES

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

THE HEADTEACHER

The headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing any requests to withdraw pupils from the non statutory elements of RSE

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 elements 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.

Those responsible for the Subject Leadership in our schools and the first point of contact for concerns about the curriculum and its delivery are:

Silver Springs Primary school – Mr Matthew Selby

Middleton Technology School – Ms Nicola Heffernan

Copley Academy – Mrs Patricia Ross

Great Academy Ashton – Mrs Lyndsey Leech

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

In our primary academies parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non statutory/non-science components of the RSE curriculum

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

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

Across our secondary academies 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 of the school.

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 work 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, SLT Members with linked responsibilities or the PSHE Lead 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.

All teachers of PSHE are invited to be a part of the GAET PSHE Network group in which high quality training and resources are provided to support staff in their roles.

11.MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Individual subject leads at each school and their respective line managers as part of the Quality Assurance process and includes methods such as work scrutiny, learning walks, staff and pupil voice and moderation of assessments as well as regular visits from the GAET PSHE Network leader to look at areas for improvement and developments since the last visit.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and includes methods such as baseline assessments, formative assessment tasks in lessons and summative assessment at the end of units. All schools in the trust are working towards the SMSC Quality Mark which will support us in monitoring the development of skills and character in our pupils.

This policy will be reviewed by Mrs Lyndsey Leech annually

APPENDIX ONE – CURRICULUM MAPS

PRIMARY

	Health & Wellbeing	**Relationships**	**Living In The Wider World**
Year One	*H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls* *H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention*	*R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid* *R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another*	*L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)* *L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency.*
Year Two	*H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety* *H14. About the ways that pupils can help the people who look after them to more easily protect them* *H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to*	*R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid* *R8. To identify and respect the differences and similarities between people* *R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)* *R11. That people's*	*L4. That they belong to different groups and communities such as family and school* *L8. Ways in which they are all unique; understand that there has never been and will never be another 'them'* *L9. Ways in which we are the same as all other people; what we have in common with everyone else*

	keep secrets	*bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)*	
Year Three	*H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others* *H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others* *H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe*	*R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond* *R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'*	
Year Four	*H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media* *H18. How their body will, and their emotions may, change as they approach and move through puberty*	*R8. To judge what kind of physical contact is acceptable or unacceptable, and how to respond* *R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)* *R16. To recognise and challenge stereotypes*	*L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child* *L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices*
Year Five	*H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to*	*R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain*	

	enable them to explain both the range and intensity of their feelings to others *H18. How their body will, and their emotions may, change as they approach and move through puberty* *H19. About human reproduction* *H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)*	*positive and healthy relationships* *R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support* *R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families* *R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)* *R16. To recognise and challenge stereotypes* *R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation* *R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)* *R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy*	
Year Six	*H18. How their body*	*R2. To recognise what*	*L5. To know that there*

	will, and their emotions may, change as they approach and move through puberty *H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers* *H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request*	*constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships* *R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support* *R5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment* *R6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves* *R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation* *R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership*	*are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)* *L17. To explore and critique how the media present information* *L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other*

SECONDARY

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	• Puberty revisited – A Recap of what happens to males and females during puberty and how this affects members of the LGBT community • Personal hygiene – The importance of hygiene and its effects on relationships • Female genital mutilation – What it is, why it's done and how to get help for those at risk • Values and positive relationships – The elements of successful relationships of all kinds • Managing friendships – Navigating the highs and lows of friend relationships • Upstanders and Bystanders – Dealing with bullying • Types of intimate relationship – Recognising that relationships take many forms • Gender identity and sexual orientation – An introduction to LGBT issues • Inclusion and discrimination – A look at the Equality act of 2010 • The media and relationships – How relationships are influenced by the media • Respectful relationships – recognising warning signs in relationships and knowing how to get help • Managing change in relationships – Coping with changes and the end of a relationship • Keeping safe in relationships – Looking at the risks involved in relationships and how a young person can avoid them • Online relationships – How to ensure safety online and the dangers of meeting people online only
Year 8	• Child sexual exploitation and grooming – How to recognise the signs and get help

YEAR GROUP	TOPIC/THEME DETAILS
Year 8	• Healthy relationships – How to recognise the difference between a healthy lasting relationship and one that is having a negative effect • Dealing with conflict – Strategies to manage conflict in different kinds of relationship and where to get help • What is love? - Examining what relationships are based on and how to build a stable and committed foundation • Gender Identity – Difficulties faced by the LGBT community and how we can we can be more inclusive as a school • Diversity in relationships – Recognising that everyone has different viewpoints and beliefs and building tolerance and respect to the life choices of all in our school community • The media and relationships – The pressure on relationships from social media
Year 9	• The Media and airbrushing – The effect of unrealistic role models on relationships • Cannabis – The effect on relationships
Year 9	• Consent – what it is, the law and how it looks • Contraception – The options in stable, long term relationships • Sexual Activity – Clarifying that sex is more than penetration and the risks involved in all types of activity • Sexually transmitted infections – An introduction to the main types of infection common in Tameside and how to get help • Risky Behaviours – Factors that affect the safety of teens in relationships such as drinking and mobile phone usage (Sexting)

YEAR GROUP	TOPIC/THEME DETAILS
Year 10	• Relationships and partners – Readiness for sex and resisting pressure • Marriage and Civil Partnerships – The options for long term commitment • Diversity in relationships – Factors that affect relationships such as religion and culture • Values and boundaries – Recognising own beliefs on sex, where they come from and being resilient enough to stick to them • Managing the emotions of relationships – Where to get support at different stages of a relationship such as increasing seriousness or breakup • Domestic Abuse – Recognising the signs and where to get help • Pornography – The dangers of accessing indecent material • Sexualisation of the media – How programs such as Love Island influence relationships • Choices and options linked to sex – The law on abortion, rules on IVF and where to get advice • Recognising dangerous relationships – Peer on Peer abuse and where to get help
Year 11	• Respectful relationships – Diagnosing abuse in relationships • Managing the end of a relationship – How to deal with this in a school context • Sexuality – The stages of sexual exploration from questioning to coming out • Sexual activity – The purpose of sex from different perspectives such as religious and social • Contraception and STI's – A reminder of the basics and how to access support • Fertility – Different methods of conceiving and where to get help if concerned • The importance of parenthood – The responsibility of being an effective parent and the importance of readiness • Unplanned pregnancy – The options and how to access support • Substances and bad choices – The increased risk of substance use in the context of relationships • Peer on peer abuse revisited – Recognising when a relationship has turned bad and how to access support • Staying safe in social time – Risks in the community and how to stay staff when out with friends

APPENDIX TWO: BY THE END OF PRIMARY PUPILS SHOULD KNOW:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness

TOPIC	PUPILS SHOULD KNOW
	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

APPENDIX THREE – BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW:

TOPIC	PUPILS SHOULD KNOW
Families	• 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	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• 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	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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 4: PARENT WITHDRAWAL FORM FROM RSE LESSONS

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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom