



Khalsa Secondary
Academy

RELATIONSHIPS AND SEX EDUCATION POLICY

Policy Date
Review Date

June 2020
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1. AIMS

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching RSE
- Help parents and carers to understand RSE and support them to work with their child to secure the very best outcomes for our young people
- Demonstrate how the school meets the legal requirements with regards to RSE provision

2. STATUTORY REQUIREMENTS

Statutory legislation requires all secondary schools to:

- comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.
- comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- comply with the requirements to have an up to date RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education(June 2019)
- have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- fulfil statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up accordance with the school safeguarding policy.
- state the right of parents and carers to withdraw their child from designated Sex education lessons up to three terms before the child's 16th birthday. After that point if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

3. POLICY DEVELOPMENT

This policy is to be developed in consultation with staff, pupils and parents. The consultation and policy development process will take place in September 2020 and involved the following steps:

1. Initial ratification of the content of the policy by the Local Advisory Board
2. Review – a member of staff or working group pulling together all relevant information including relevant national and local guidance
3. Staff consultation – all school staff to be given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties to be invited to attend a meeting about the policy
5. Pupil consultation – investigation into what exactly pupils want from their RSE
6. Final ratification – once amendments are made; the policy will be shared resubmitted to Local Advisory Board for final ratification by the end of September 2020

4. DEFINITIONS

Statutory Relationships and Sex Education (RSE) is taught through the Personal, Social, Health and Economic education (PSHE) curriculum and provides pupils with age and context appropriate lessons across KS3 & KS4 to support students to achieve the RSE outcomes defined by the DfE by the end of Year 11. RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches pupils how to keep safe and recognise and manage potential dangers in their on and off line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed.

RSE is about the emotional and social development of relationships and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

5.1 Intent

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- form and maintain positive relationships with other children and adults
- understand the importance of positive and healthy relationships on their wellbeing

- recognise what makes a good friendship and how to be a good friend in return
- provide strategies to manage the ups and downs of friendships and relationships with others
- show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding
- develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity, and resilience
- positively engage in social action and contribute to the wellbeing of others
- understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- recognise the value of family life, marriage, and stable loving relationships
- receive factual knowledge about intimate and sexual relationships, sexual health and consent
- understand the importance of recognising and establishing their own personal boundaries and privacy
- recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation
- understand and respect differences and combat all forms of bullying and discrimination
- recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that may cause them harm

5.2 Implementation and delivery

Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught.

Statutory Relationships and Sex Education is delivered through the PSHE curriculum and is taught at an age appropriate level from year 7 – year 11, at Khalsa Secondary Academy we have extended the learning of RSE to Sixth Form.

Some biological aspects of RSE are taught within the science curriculum, and some aspects of relationships are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and teaches the fundamental building blocks and characteristics of positive relationships including:

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

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).

To ensure the content and delivery of RSE is appropriate and relevant, we use simple baseline assessments to ascertain what students already know and find out what they would like to learn.

The RSE elements of the curriculum are only taught by teachers who have received specific training in the subject matter. Distancing techniques are used to teach RSE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded, and we teach students to respect difference, promote equality and challenge stigma.

What educational resources do we use?

In the planning and teaching of PSHE and RSE we utilise the PSHE Association programme of study, information from our local health care providers and local associations as well as the Christopher Winter RSE resources (purchased scheme) and the Medway RSE resources (free to PHSE Association members).

Who teaches RSE?

The teachers of PSHE teach the RSE element of the PSHE curriculum as distinct units of study. These teachers are all trained by both the PSHE lead and by Buckinghamshire integrated Sexual Health Service.

When do we teach RSE?

Intimate relationships and sexual health is taught in every year and will be taught in mixed gender classes.

How is the delivery and content of RSE made accessible to all pupils including SEND?

The teaching of RSE will be delivered in ways that are accessible to all pupils with SEND. Clear information will be provided for parents on the subject content and the right to request that their child is withdrawn. Like other subjects within the school, this subject will be resourced, staffed in a way that ensures that the school can fulfil its legal obligations.

How do we Manage difficult questions and sensitive issues?

All aspects of PSHE, including RSE are underpinned by shared and understood ground rules, with lessons being delivered in a safe and managed environment.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box will be available for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the

need arise. If students' questions, go unanswered they may turn to inappropriate sources of information including the internet. As part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

5.3 Impact

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise the value of committed relationships and marriage
- Recognise unhealthy and abusive relationships and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns
- Know what to do if there are problems within relationships both on and offline, how to keep safe and know when and where to go to seek help
- Have factual knowledge about intimate and sexual relationships and sexual health. Students know the law and importance of delaying sexual activity
- Understand that intimate and sexual behaviour should never be entered into because of coercion and peer pressure and how to report concerns

6. ROLES AND RESPONSIBILITIES

6.1 The Local Advisory Board

It is the statutory responsibility of the Board of Trustees to ensure the school has a compliant and up to date RSE policy. The Board of Trustees have delegated this responsibility to the Local Advisory Board and they are required to approve the policy and hold the Headteacher and subject lead to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7).

6.3 The PSHE Lead

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering RSE and requesting further support when

required. All parties are responsible for the wellbeing and safety (in terms of safeguarding) of students.

6.4 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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE, however the staff teaching RSE through PSHE have been selected based on experience and expertise. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

The staff responsible for teaching RSE include all the Key Stage Year Leaders.

6.5 Pupils

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

7. WORKING WITH PARENTS

7.1 Consulting, informing and supporting

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum- overview is published on the school website along with the PSHE policy, RSE policy.

We have an open-door policy for any parents/ carers who wish to find out more about our PSHE and RSE provision. We consult with students, parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of our students. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

7.2 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.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full 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.

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.

8. TRAINING

PSHE teachers are inducted into the teaching of both RSE and the wider PSHE curriculum prior to the beginning of the school year and before commencing new units of study.

To ensure staff are confident to deliver all aspects of the RSE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

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.

9. MONITORING ARRANGEMENTS

The Headteacher is responsible for the PSHE and RSE provision across the school. Practically this responsibility is devolved to the Deputy Head (Curriculum) and PSHE/RSE Lead.

RSE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the education committee annually. At every review, the policy will be approved by the Local Advisory Board and Academy Trust.

10. CONFIDENTIALITY AND SAFEGUARDING

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's safeguarding procedures; these can be found in the Safeguarding and Child Protection Policy.

APPENDIX 1: CURRICULUM MAP

RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

Year 7

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • What do we mean by a healthy lifestyle? Health introduction. • How can I keep healthy? Food groups, diet and nutrition. • Eating responsibly – food label and health hazards. • Healthy living – exercise and keeping active. • Not eating healthily – what are the consequences? • What’s the big deal about energy drinks? • The dangers of cigarettes and alcohol. • Puberty – what happens, and when and why. • Periods – what happens, when and why. • FGM – what is this and why is it so dangerous? • Introduction to mental health 	<ul style="list-style-type: none"> • Being an aspirational student • The importance of self esteem • How can we budget our money? • How can I create my personal budgeting plan? • What are savings, loans and interest? • What are the different types of financial transactions? • What are the different types of financial products? • How can we shop ethically? • What are wants and needs and why do we need to know the difference? • How can we enjoy social media but keep our accounts safe and private? • What is the stereotype and prejudice? Racism focus. • How can we be resilient and face challenges? 	<ul style="list-style-type: none"> • Keeping good friendships and avoiding toxic ones. • Family relationships – the different types and why we don’t always get along. • Love and relationships- falling in love and dealing with new feelings. • Bullying or banter? Why do people bully others and how can we stop this? • What is cyberbullying? Why do people bully online? • How do we keep safe and positive relationships (on and off-line)? • What is my personal identity and why is diversity important? • Extremism – why does radicalisation happen and how does it challenge our values?

<p>issues -depression focus.</p> <ul style="list-style-type: none"> • What are drugs? Why are they dangerous? (class A, B and C) • How can we manage our anger? 		
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Year 8

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • Personal development and target setting – how can I improve my skills and behaviour? • How can self-confidence boost our achievement? • How can I manage my behaviour to achieve targets and goals? • Why do teenage parents have it so tough? How we can avoid teenage pregnancy. • Stereotyping, discrimination and prejudice. Disability focus • How can we look after ourselves and others in an emergency? Personal safety and first aid. • What is vaping and is this as bad as smoking? • What is mindfulness? How can this 	<ul style="list-style-type: none"> • Internet safety – what is online grooming and why must we be so careful? • How can we care for our environment and why is it changing? • Careers + development focus – how can we develop our communication skills? • Careers + development focus – how can we develop our teamwork skills? • How can we become entrepreneurs? • LGBT + focus: Homophobia • Careers + Finance – what are national insurance and income tax? Reading payslips • Why do we pay tax and how is this spent? • Stereotyping, discrimination and 	<ul style="list-style-type: none"> • How do we have safe sex and use different forms of contraception? • How do we keep good sexual health and avoid STIs? • What is consent and why is it important we know about it? • What is sexting and why is it so risky to send personal images? • What is pornography and why can it be dangerous? • How can we prevent radicalisation and recognise the signs of extremism? • Who are the extremist groups and why are they so dangerous? • Where does extremism come from? • How do religious extremists attract converts?

<p>aid positive mental health?</p> <ul style="list-style-type: none"> • Emotional literacy – why is self-awareness in our actions towards others so important? • Cancer Awareness 	<p>prejudice. Teens and the media focus.</p> <ul style="list-style-type: none"> • Stereotypes, discrimination and disability. 	<ul style="list-style-type: none"> • Islamophobia – do Muslims really want Sharia Law in Britain? • How can British Values teach us tolerance and respect for others? • Domestic conflict – why do people run away from home and why is this so dangerous? • Body image and the media – with a focus on boys.
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Year 9

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • Why do we need to keep to rules in order to succeed? • How can we foster a Growth Mindset to succeed and achieve? • How can I develop interpersonal skills to help me succeed? • How can we manage the stress of school and exams? • Why do people take illegal drugs and what does the law say about drug use? • Why do people become selfie obsessed and consequences can this have? • What are the short and long-term 	<ul style="list-style-type: none"> • How does knife crime impact our communities, why do teens get involved and what are the consequences? • How does the law deal with young offenders? • How can we be self-disciplined to achieve our aims at school and in the wider world? • Employability Skills – preparing for and applying to the world of work and careers. • What other skills do we need to develop for the work environment? • What does it mean to be 	<ul style="list-style-type: none"> • Who are the LGBT+ community and what would they like us to know? • Why are British communities so diverse? Immigration and diversity focus. • What are domestic violence and abusive relationships? Healthy and unhealthy relationships. • CSE – how are children and young people lured into dangerous relationships and what do these look like? • Body image and the media – focus on girls • Body image and the media – does the

<p>consequences of excess alcohol drinking?</p> <ul style="list-style-type: none"> • What is self-harm and why do people do this? • Why can't some people access education? • How are we protected from prejudice and discrimination? • Mental health – how can I deal with and manage anxiety? • Acid attacks – why are these on the increase and what can we do if we witness one? • Responsible health choices – blood donation, stem cells, vaccinations 	<p>'enterprising' and what is an 'enterprising personality?'</p> <ul style="list-style-type: none"> • What is sustainability and why is this essential to our environment? • Navigating accounts, savings loans and financial institutions? • What rights do we have as shoppers and consumers? • How can I stay financially savvy and avoid debt? • What can we learn from successful business people and entrepreneurs? • Should we send aid to foreign countries – is aid the answer? • How can extreme views lead to human rights abuses and atrocities? • How do charities like UNICEF help across the world? 	<p>media contribute to eating disorders?</p> <ul style="list-style-type: none"> • Can we respect and celebrate British values and the religion culture of our choice? • What is peer-pressure- why is it so powerful and how can we overcome this?
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YEAR 10

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • How can we manage our time effectively to help us succeed? • Can tattoos and piercings be dangerous? • Why do some people commit suicide? • How can we manage grief and bereavement? • How can we manage social anxiety? • Why do some people become 	<ul style="list-style-type: none"> • What is Fake News and why do we need critical thinking skills? • What is anti-social behaviour and how does this affect communities? • How can we successfully prepare for work experience? • What rights and responsibilities do we have in the workplace? • What is money laundering and why 	<ul style="list-style-type: none"> • Same sex relationships (LGBT+) • What are forced and arranged marriages and what do we need to know? • Gender and Trans Identity LGBT+ • How can we manage conflict successfully? • Why do sexism, gender prejudice and stereotypes still exist?

<p>homeless and why is homelessness on the increase?</p> <ul style="list-style-type: none"> • What are hate crimes and why do these still happen? • What are hate crimes and why do these still happen? • What is binge drinking, what are the risks and why do people still do it? • Study Skills – the power of mind and memory. • Social Media and Self-Esteem • Internet Safety – the dangers of excessive screen time • How can we take steps to live more sustainably? (carbon footprint) 	<p>are some students taken in by this crime?</p> <ul style="list-style-type: none"> • What are employers looking for in CVs? • British Values – how does the criminal justice system work? • What is overt and covert racism and what are people still prejudiced? • Why do some religious people become terrorists? • Why pursue a careers in the STEM industries? • How do we choose a career that suits our personality, ambition and qualifications? • Crime, gangs and Country Lines 	<ul style="list-style-type: none"> • What is community cohesion and why is this important? (British Values) • Revenge Porn – what is this and how can we prevent ourselves from bring victims? • Do we have healthy or unhealthy relationships with our role models? • Harassment and stalking – what are these things and what does the law say about it? • Parenting, the different types and styles and looking after a child.
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Year 11

Health and Wellbeing	Living in the Wider World	Relationship (RSE)
<ul style="list-style-type: none"> • Why is PSHE so important? • Risk Taking • Gambling and Online Gaming • Perseverance and procrastination • Privilege – how does this affect us all? • Why do we need sleep and how does sleep deprivation affect us? • Why is our digital footprint important? 	<ul style="list-style-type: none"> • GCSE Revision and Study Skills • Applying to College and University • Independent Living • Internet Safety – the Dark Web • How is plastic pollution destroying our environment? • How can we protect animal rights and aid sustainability? • How can trade unions protect our 	<ul style="list-style-type: none"> • Bullying – Body Shaming • Relationship Break Ups • What is 'Good Sex'? • Why is it essential we know about consent, rape and sexual abuse? • How can we make ourselves and other people feel more positive and why is happiness important? • Relationship types and sexuality

<ul style="list-style-type: none"> • How can we celebrate diversity and our identities? • What is body positivity and is why is this controversial? (obesity issues) • Personal Safety in the Wider World 	<p>rights at work?</p> <ul style="list-style-type: none"> • What is cyber crime? • How can we successfully prepare for a job interview? • Globalisation – how does this affect us? • What is multiculturalism? • What is right- wing extremism? • ▪ Why is Health and Safety at work so important ? 	<ul style="list-style-type: none"> • What is Chem Sex and what do we mean when we talk about safe sex?
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APPENDIX 2: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

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

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

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

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not 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 FOR 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	Include notes from discussions with parents and agreed actions taken.