



# Sharples

## S C H O O L

# Relationships and Sex Education (RSE) Policy

**Policy Approved by Full Governing Body**

**Last reviewed on: September 2022**

**Next review due by: September 2023**

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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

## 2. Statutory Requirements

As a secondary academy school, we must provide RSE to all pupils 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 Sharples, 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:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. The Sharples PTA and Governors – were invited to review the policy and provide feedback.
4. Pupil Consultation – we investigated what exactly pupils want from their RSE using the Student Affairs Committee.
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 pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our 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 do not seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum; this is facilitated through an extended form time weekly. Information is then consolidated through Super Learning Days, which take place termly, and utilise external services to provide contextual learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

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, and foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and Responsibilities

### 7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

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

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All form tutors receive regular training from internal and external staff to ensure they are competent to deliver training on RSE.

### 7.4 Pupils

Pupils 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 pupil's educational record. The Headteacher will discuss the request with parents and respond appropriately.

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

Parents are strongly advised to consider this carefully as all lessons are planned to ensure student's well-being is not affected adversely. Research shows that RSE reduces risk of underage pregnancy, teenage pregnancies and the spread of sexually transmitted diseases. School will support any parents who have concerns to ensure an informed decision is made.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff are safeguarding trained and will act appropriately if any concerns arise.

## 10. Monitoring Arrangements

The Learning Skills for Life Coordinator, monitors the delivery of RSE:

- Regular drop-ins to RSE lessons
- Feedback from staff and students
- Workbook scrutiny
- Annual review of the curriculum content to ensure it is relevant to local context

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

The Assistant Headteacher (Behaviour, Safety and Ethos), will review this policy annually. At every review, the Headteacher and the Governing body will approve the policy.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>7</u>	<u>Families and relationships</u>	<u>Health and Prevention and puberty</u>	<u>Mental health and Wellbeing</u>	<u>Online and Media</u>	<u>Basic First Aid</u>	Financial Education
<u>8</u>	<u>Respectful relationships</u> <u>Intimate/sexual relationships</u>	<u>Intimate and sexual Relationships, including Sexual health</u>	<u>Physical Health and Fitness</u>	<u>Internet Safety and Harms</u>	<u>Drugs, Alcohol, Tobacco</u>	Financial Education
<u>9</u>	<u>Respectful Relationships, including Friendships</u> <u>Being Safe</u>	<u>Intimate and sexual Relationships, including Sexual health</u>	<u>Mental Health and Wellbeing</u>	<u>Being Safe.</u> <u>Internet Safety and Harms</u>	<u>Basic First Aid</u>	Finance, Enterprise and the World of Work
<u>10</u>	<u>Online and Media</u>	<u>Families and relationships</u>	<u>Mental Health and Wellbeing</u>	<u>Online and Media</u> - Self-esteem, social media,	<u>Drugs, Alcohol, Tobacco</u>	Financial Education
11	Stress and Resilience	Exam Skills				

Topic		Pupils should know
Families	1	That there are different types of committed, stable relationships.
	2	How these relationships might contribute to human happiness and their importance for bringing up children.
	3	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.
	4	Why marriage is an important relationship choice for many couples and why it must be freely entered into.
	5	The characteristics and legal status of other types of long-term relationships.
	6	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	7	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	8	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 relationships.
	9	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	10	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).
	11	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.
	12	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
	13	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
	14	What constitutes sexual harassment and sexual violence and why these are always unacceptable?
	15	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.
<b>Online and Media</b>	16	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	17	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.
	18	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
	19	What to do and where to get support to report material or manage issues online.
	20	The impact of viewing harmful content.
	21	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.
	22	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
	23	How information and data is generated, collected, shared and used online.
<b>Being safe</b>	24	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.
	25	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).
<b>Intimate and sexual Relationships, including Sexual health</b>	26	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.
	27	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.
	28	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
	29	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
	30	That they have a choice to delay sex or to enjoy intimacy without sex.
	31	The facts about the full range of contraceptive choices, efficacy and options available.

	32	The facts around pregnancy including miscarriage.
	33	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).
	34	How the different sexually transmitted infections (sits), 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.
	35	About the prevalence of some sits, the impact they can have on those who contract them and key facts about treatment
	36	How the use of alcohol and drugs can lead to risky sexual behaviour.
	37	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf))

Topic		Pupils should know
<b>Mental Wellbeing</b>	38	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
	39	That happiness is linked to being connected to others.
	40	How to recognise the early signs of mental wellbeing concerns.
	41	Common types of mental ill health (e.g. Anxiety and depression).
	42	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.
	43	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<b>Internet Safety and Harms</b>	44	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 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.

	45	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
<b>Physical Health and Fitness</b>	46	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
	47	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
	48	About the science relating to blood, organ and stem cell donation.
<b>Healthy Eating</b>	49	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
<b>Drugs, Alcohol and Tobacco</b>	50	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
	51	The law relating to the supply and possession of illegal substances.
	52	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
	53	The physical and psychological consequences of addiction, including alcohol dependency.
	54	Awareness of the dangers of drugs which are prescribed but still present serious health risks.
	55	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

<b>Health and Prevention</b>	56	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
	57	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
	58	(late secondary) the benefits of regular self-examination and screening
	59	The facts and science relating to immunisation and vaccination.
	60	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
<b>Basic first Aid</b>	61	Basic treatment for common injuries.
	62	Life-saving skills, including how to administer CPR. <sup>15</sup>
	63	The purpose of defibrillators and when one might be needed.
<b>Changing Adolescent Body</b>	64	Key facts about puberty, the changing adolescent body and menstrual wellbeing.
	65	The main changes which take place in males and females, and the implications for emotional and physical health

Year Group	<a href="#">Autumn 1</a>	<a href="#">Autumn 2</a>	<a href="#">Spring 1</a>	<a href="#">Spring 2</a>	<a href="#">Summer 1</a>	<a href="#">Summer 2</a>
<a href="#">7</a>	<b>Relationships</b> <p>1. There are different types of committed, stable relationships.</p> <p>2. How relationships might contribute to human happiness and their importance for bringing up children.</p> <p>7. 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.</p> <p>8. 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 relationships.</p> <p>9. Practical steps to take in a range of different contexts to improve or support respectful relationships.</p> <p>11. The expectation 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.</p> <p>12. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>45. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	<b>Health and Prevention</b> <b>Changing adolescent body</b> <p>46. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>47. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <p>49. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p> <p>56. Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>57. Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>59. Facts and science relating to immunisation and vaccination.</p> <p>60. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>64. Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>65. the main changes which take place in males and females, and the implications for emotional and physical health</p>	<b>Mental wellbeing</b> <p>38. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>39. How happiness is linked to being connected to others.</p> <p>40. How to recognise the early signs of mental wellbeing concerns.</p> <p>41. Common types of mental ill health (e.g. Anxiety and depression).</p> <p>42. 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.</p> <p>43. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<b>Online and Media</b> <p>16. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>17. 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.</p> <p>18. To not provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>19. What to do and where to get support to report material or manage issues online.</p> <p>8. 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 relationships.</p>	<b>Basic first aid</b> <p>61. Basic treatment for common injuries.</p> <p>62. Life-saving skills, including how to administer CPR.15</p> <p>63. The purpose of defibrillators and when one might be needed.</p>	

Year Group	<a href="#">Autumn 1</a>	<a href="#">Autumn 2</a>	<a href="#">Spring 1</a>	<a href="#">Spring 2</a>	<a href="#">Summer 1</a>	<a href="#">Summer 2</a>
<b>8</b>	<b>Respectful Relationships, including Friendships Being Safe</b>  8. 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 relationships. 13. Behaviour within relationships that are criminal, including violent behaviour and coercive control. 24. 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. 25. 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). 26. 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.	<b>Intimate and sexual Relationships, including Sexual health</b>  6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.  37. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.  30. That they have a choice to delay sex or to enjoy intimacy without sex. 31. The facts about the full range of contraceptive choices, efficacy and options available. 32. The facts around pregnancy including miscarriage.	<b>Physical Health and Fitness</b>  43. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 46. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 47. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. 49. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer 56. About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	<b>Internet safety and Harms</b>  44. 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 including social media, the risks related to <b>online gambling</b> including the <b>accumulation of debt</b> , how advertising and information is targeted at them and how to be a discerning consumer of information online.	<b>Drugs, Alcohol, Tobacco</b>  50,51,52,53,54,55 The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	



Year Group	<a href="#">Autumn 1</a>	<a href="#">Autumn 2</a>	<a href="#">Spring 1</a>	<a href="#">Spring 2</a>	<a href="#">Summer 1</a>	<a href="#">Summer 2</a>
<a href="#">9</a>	<b>Respectful Relationships, including Friendship</b>  10. 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). 15. 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. 13. Types of behaviour within relationships that are criminal, including violent behaviour and coercive control. 14. What constitutes sexual harassment and sexual violence and why these are always unacceptable? 24. 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. 25. 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).	<b>Intimate and sexual Relationships, including Sexual health</b> 27. <del>that</del> 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. 33. 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). 34. 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. 35. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment 36. <del>how</del> the use of alcohol and drugs can lead to risky sexual behaviour. 37. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	<b>Mental Health and Wellbeing</b>  38,39,40,41,43  How to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. Anxiety and depression). 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. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	<b>Being Safe.</b>  <b>Internet Safety and Harms</b>  24. 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. 44. 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 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.	<b>Basic first aid</b>  61. Basic treatment for common injuries. 62. Life-saving skills, including how to administer CPR.15 63. The purpose of defibrillators and when one might be needed.	



Year Group	<a href="#">Autumn 1</a>	<a href="#">Autumn 2</a>	<a href="#">Spring 1</a>	<a href="#">Spring 2</a>	<a href="#">Summer 1</a>	<a href="#">Summer 2</a>
<a href="#">10</a>	<p><b>Online and media</b></p> <p>17. 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.</p> <p>20. The impact of viewing harmful content.</p> <p>21. 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.</p> <p>22. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>23. <u>How</u> information and data is generated, collected, shared and used online.</p> <p>44 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 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.</p>	<p><b>Families</b></p> <p>3. 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.</p> <p>4. Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>5. The characteristics and legal status of other types of long-term relationships.</p> <p>6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>7. 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.</p>	<p><b>Mental health and wellbeing</b> 38,39,40,41,43</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health (e.g. Anxiety and depression).</p> <p>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.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p><b>Online and media</b></p> <p>16. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	<p><b>Drugs, Alcohol, Tobacco</b></p> <p>29. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>36. How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>50,51,52,53,54,55</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>	

## Appendix 2: By the End of Secondary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> </ul>

	<ul style="list-style-type: none"> <li>• That specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

#### TO BE COMPLETED BY PARENTS

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

#### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g. XXX will be taking part in all relationships lessons and, during the sex education lessons, he will be working independently on task from a range of curriculum subjects