



Relationships and Sex Education Policy

ALL PHASES

Approved by: Education Committee		Date: 10th February 2026
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1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy in order to ensure that all relationships and sex education across all phases of education and in all Schools:

- Provides a framework in which sensitive discussions can take place
- Provide students the information they need to help them to form and maintain healthy, nurturing relationships of all kinds.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- For Steyning Grammar School, to implement the provisions of the Church of England Education Office Principles and Charter; a Charter for Faith Sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

RSE is to be delivered with consideration of our ethos of Enjoy, Respect, Achieved and this Policy ensures the Trust meets its legal duties and charitable purposes effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:

- section 34 of the Children and Social work act 2017.
- guidance issued by the Department of Education under Section 80A of the Education Act 2002 and section 403 of the Education Act,;and
- for any school designated as Church of England, the provisions of the Church of England Education Office Principles and Charter; a Charter for Faith Sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Family Life means, in this policy and our curriculum, families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE means learning about the physical, emotional, sexual, moral, 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 acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. RSE is not about the promotion of sexual activity.

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of our duties under the Equality Act 2010. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following:

- Children and young people whose additional needs (including SEN) or experiences may require additional support or adaptation in accessing the content of the curriculum

Staff identify such children and young people through the existing school pastoral and educational systems and adaptations put in place as required, including by way of reasonable adjustments under the Equality Act 2010.

5. Roles and Responsibilities

5.1 The Trust Board and the CEO

The Trust Board have approved this policy, and hold the CEO to account for its implementation across all Schools in the Trust. The CEO is responsible for ensuring that RSE is taught consistently across the Trust.

5.2 The local governing body

The local governing body will hold the Head of School to account for the implementation of this policy, including with respect to staff training and withdrawal requests, and report on its operation annually to the Trust Board's Education Committee as part of the LGB's reporting on its activities to the Trust Board. The local governing body has approved the school specific statements within this Policy.

5.3 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

The Head of School will monitor such requests, and report the numbers withdrawn to the CEO, and annually to the LGB together with a summary of any reasons given for the withdrawal and any trends or patterns.

5.4 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. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Each member School will ensure that all staff responsible for teaching RSE use the School's normal safeguarding practices and procedures and that policies will apply in responding to any safeguarding disclosures that are made to staff as part of the RSE curriculum.

5.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The School's Behaviour Policy governs all School behaviour including that with respect to RSE.

6. Relationships and Sex Education elements

There are three main elements:

Attitudes and values

- Recognition of the value of family life, marriage, stable and loving relationships
- For the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

Personal and social skills

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- Managing conflict
- Physical health and mental wellbeing
- Managing online relationships

Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy

The Trust as a whole and each member School provides a setting in which students can be offered appropriate teaching about RSE in order to embrace the challenges of creating a happy and successful adult life. As such, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of

the Trust

7. Curriculum

The curriculum currently taught in each member School is broadly as set out in Appendix I. However this curriculum will be amended, and updated from time to time in order to ensure that RSE across the Trust is always meeting the aims of RSE as set out above and as set out in guidance issued by the Secretary of State from time to time, within the context of the needs of the students in each member School.

Each member School has consulted on this curriculum with parents, pupils and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We work with all stakeholders to ensure they understand our curriculum's full intent, implementation and impact with a variety of techniques, which may include an annual newsletter or other annual updates.

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

8. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum.

In the context of Steyning Grammar School, these resources are written to meet both the mandatory requirements of the 2020 Department for Education guidance for RSHE, the Church of England Education Office Charter and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations. [Links for Goodness and Mercy](#) and Diocese of Chichester Guidance [Relationships Education, Sex and Health Education Guidance](#)

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families (as defined above in section 3)
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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.

We will ensure that all young people receive provision appropriate to the particular needs of all our pupils, taking specialist advice internally and externally where necessary and taking into account the particular circumstances of individual groups of students as appropriate.

9. Parents' right to withdraw

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

There is no right to withdraw from relationships education. This is in line with the DFE Statutory Guidance for RSE (sections 45-50): [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#).

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the student's educational record. The Head of School will discuss the request with parents and take appropriate action.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Alternative work will be given to students who are withdrawn from sex education. A sex education resource pack for parents/carers produced by the Learning Leader for PSHE will be given to parents /carers of students withdrawn from RSHE.

10. Training for staff, volunteers, governors/Trustees

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

The Head of School 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 and at times direct education to students.

11. Monitoring arrangements

The delivery of RSE is monitored by the designated lead for RSE in each school through usual school processes for delivery of curriculum arrangements. Additional support/oversight is available from the Trust Director of Personal Development. These may include learning walks; planning scrutiny; deep dives; RSHE audits and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The impact of this policy will be reviewed by relevant Trust Leads and a report made to the CEO and Heads of Schools on its operation accordingly. Any amendments required to this policy before its scheduled review will be approved by the Board's Education Committee. A local governor may be asked to review RSE through discussion with the RSE designated lead.

Appendix I: Curriculum map (split by Key Stage)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
PD 	This half term is dedicated to transition and therefore students will not have Personal Development until the second half term.	Unit 1: Friendship Values	Unit 2: Family	Unit 3: Online Content and Safety	Unit 4: Handling Big Emotions	Unit 5: Sense of Self
Why This? Why Now? →		Students will begin Personal Development by learning about healthy friendships. As they have started a new school it is natural that they will be navigating making new friends and being in a new social	As Y7 begins to learn about different cultures and meet new people it is important that they gain awareness and tolerance around what different families may look like. These sessions also	As students will now be accustomed to using their ipads, it is necessary for them to learn how to assess information online as well as learning about keeping themselves safe on the internet (inc social media).	Y7 will learn emotional literacy and basic skills to help identify and label strong emotions.	Students will learn about the unrealistic expectations/ pressures of external influences (inc social media) and how this can impact our sense of self. These sessions aim to increase

		environment with different pressures and expectations. These sessions will give Y7 the skills and confidence to cope with these new relationships.	serve as an opportunity for students to recognise what family uniquely means to them and to learn what behaviour is appropriate within a family	m Many students will be making their way to school on their own or with friends for the first time, these sessions aim to remind students of the importance of safety and looking out for risks as they begin to become more independent.		confidence and encourage students to be authentic.
Big Picture Question/Big Skill		What do we value most in ourselves and others and what common values do we share? What characteristics of friendship do we consider as important,	To show empathy and understanding of some of the different types of families. To develop a better definition for what a family is to you. To define	What is the difference between opinion and fact? How do we separate the two? Is there ever a grey area? How are facts and opinions used or created in online	Are stress and anxiety the same? Are there times when stress can be productive? How could we manage stress?	To be able to explain what online, offline, connect and risk mean. To understand why we use social media. To assess the benefits and risks of social media.

		positive and necessary? How do we safeguard our own and the feelings of others within friendships that change as we grow? How do our values change or develop as our friendships change? When might we need to compromise or stand by our values? How do our social groupings impact the characteristics of friendship and our values?	appropriate behaviour in a family. To explain the reasons for appropriate behaviour in the family. To define appropriate behaviour in a family according to law. To explain the reasons for appropriate behaviour in the family according to law.	news providers? Why might this be? For pupils to define cyberbullying To suggest ways in which young people can stay safe online To look at online dangers To identify cyberbullying and its' consequences To understand the pros and cons of risk taking.	In what ways can stress and anxiety affect us physically and emotionally? What can we do to protect ourselves from stress and anxiety? What is anxiety and what are some of the signs of it? What is stress and what are some of the signs of it? How can we support someone going through this situation?	To understand the laws around social media and age related guidance. To know where to seek support from. To understand what body image is and how it can affect us. To understand what image, perception and realistic means. To be able to explain the difference between positive and negative body image.
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		How might social exclusion affect these values, impact on the feelings and behaviours of ourselves and others? What is the difference between enjoying socialising with friends and wanting something more romantic with a person? How does social media affect relationships? What is appropriate behaviour with peers?		To understand how to assess risk. To be able to explain what risks may and may not be worth taking To understand the dangers of travelling near a road. To be able to give factors that make travelling near a road more risky. To explain strategies that can keep you safe when crossing roads.	How might someone react to losing a close family member? What coping strategies may a person employ to help them manage intense and overwhelming thoughts and feelings? Where can someone get help if they are struggling to manage their feelings of loss or grief?	To assess what comparisons we make in daily life. To understand the impact these comparisons can have. To explain how what we see online may not be reality. To understand the importance of realistic representation in the media. To be able to explain the risks if there isn't realistic representation.
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		What forms of unwanted attention might someone experience? What could someone say and do if they are receiving unwanted attention or are being made to feel uncomfortable? How do I keep myself safe when faced with risky situations?			Who can help if a person is struggling to manage a break-up/parental divorce/bereavement? How do I cope? What are the signs of someone who is finding it hard to manage change? What help/support is there for me? What is the relationship between managing	
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 8

PD 	This half term is dedicated to transition and therefore students will not have Personal Development until the second half term.	Unit 1: Healthy relationships	Unit 2: Emotional Wellbeing	Unit 3: Knife and Crime Safety	Unit 4: Online Safety	Unit 5: Equality
Why This? Why Now? →		Allows students to understand what green flags to look for in relationships (romantic and friendships), and to know how to deal with toxic behaviours within relationships	Students may begin to experience strong emotions as their hormone levels fluctuate, and they experience academic and social pressures, these sessions will begin to give	To prevent and reduce the risk of young people being exploited by gangs and to be able to spot the signs that they are being coerced.	This leads on from PD sessions they would have had in Y7 and develops their understanding of being safe online in more depth	For students to understand tolerance, why it is important and what characteristics are protected by the law

			them the skills to cope/ manage these big feelings.			
Big Picture Question/Big Skill		Identify the qualities of healthy and unhealthy friendships Describe strategies for dealing with challenges in friendship Explain how friends can support each other effectively Define peer pressure and give examples of how it can happen online Students can consider how a good friend	What would a healthy school look like- one that supports the emotional health of students and staff? Students should be able to define mental health. Students can explain the difference between mental and physical health. What is good mental health? What language is sometimes attached to mental health?	Understand what a gang is and why young people join gangs Correctly identify the consequences of knife crime and why young people become involved. Describe the long term and short term consequences of carrying knives and why knife crime is difficult to prevent. Explain how the methods used to stop knife crime sometimes don't	What are the benefits and risks of using social media networks as a means of making and building friendships? What are the key differences between real-life relationships and those shown in the media? What do the characteristics of a social media 'friendship' look and feel and how is this the same or different to real life ones? How does media stereotyping impact on relationships What kind of relationships are most	To understand what the Equality Act is To understand why it is important To understand how to safely deal with discrimination

		should behave and understand what it means to be a good friend online Students can give advice to others about how to resist peer pressure online and offline Students can explain how to spot an imbalance of power Students can give advice about what to do in a situation with an imbalance of power Students can explain what	How can we change our language? How can people manage emotions when things go wrong? What does resilience mean?	help and why this is.	often represented in the media? How are online friendships affected by peer pressure and group think? What influences and pressures impact on online friendships and when and how, can these become unhealthy? How can individuals take a responsible approach to the use of social media in their personal relationships? What is cyberbullying and how does it differ from offline bullying? What is trolling and how can it be addressed? (challenge and support)	
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		exploitation means			How is online harassment similar/ different to offline harassment? What are the key influences on how we see the world? How do we check these? Why do people want to influence my behaviour and opinions online & offline? What are the different forms of manipulation online? What types of incentives are used online and how do they affect me? What would I do or who would I speak to if I felt my behaviour or feelings were changing?	
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9						
PD 	This half term is dedicated to transition and therefore students will not have Personal Development until the second half term.	Unit 1/2: Sex Education		Unit 3: Stress, Anxiety and Puberty	Unit 4: Relationships over time/ Dating	Unit 5: Drugs Alcohol and Tobacco
Why This? Why Now? →		Students may be beginning to explore romantic relationships and therefore these sessions will help develop their understanding of staying safe within these relationships, even if they are not ready to be in one yet		As students start their GCSE topics they may need continued support with understanding uncomfortable feelings and healthy ways of managing them. This incorporates recapping puberty and changes this has on our bodies	Looking at healthy relationships to support young people make informed decisions, better understand autonomy over their bodies and to manage strong emotions.	Students will engage in drug education activities to assist them in making healthy and safe choices, identifying risky situations, and developing strategies to prepare them for challenging situations.

Big Picture Question/Big Skill		Describe some ways of avoiding dangerous relationships and maintaining positive ones. Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked. Correctly identify cases where consent has or has not been given. Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. Explain whether consent has been given in particular situations and how you know this. Identify the dangers of sexting and image sharing and whether the case studies are committing criminal offences or not.	What is stress and what are some of the signs of it? What is anxiety and what are some of the signs of it Are stress and anxiety the same? In what ways can stress and anxiety affect us physically and emotionally? How could we manage stress? What can we do to protect ourselves from stress and anxiety?	To understand what peer on peer abuse is To be able to give examples of peer on peer abuse To be able to give examples of appropriate consequences and reactions to peer on peer abuse To reflect on an example of peer on peer sexual harassment To review our school policy and approach to ensure no one is subject to peer on peer abuse How to get	What is addiction, how does it develop and what are the potential impacts on self and others?" What laws and legal consequences are related to drink and drug related behaviours (eg binge drinking, taking drugs, selling drugs)" How are choice and consequences around drug and alcohol use linked? How are drugs classified?
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		Describe the consequences of sexting, image sharing and the legal consequences for those breaking the law. Explain both long and short term consequences of sexting and image sharing and analyse why the age of consent for sex differs from consent to sexting. Identify the most common STIs and the best ways of preventing them. Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases. Explain why using protection is so important and which method of protection best prevents each of the most common STIs Correctly identify ways pornography can be harmful, both to viewers and	Are there times when stress can be productive? Describe the physical and emotional changes that occur during puberty Identify ways of managing the changes that occur during puberty Explain where to seek advice and support about the changes that occur during puberty	support if they find themselves in a negative relationship How we can challenge or resist thoughts and behaviours that are harmful Explain how they would define 'romance' and 'love' How can a person access help for dealing with relationship issues? How can a person show someone they care about or love them?	How can addiction be treated? What are the risks to our health from using alcohol or drugs? What different drugs exist and how do we identify them? What risks are associated with unknown drugs? What situations may affect choices around the use of alcohol and drugs and how might
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		people involved in the industry. Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives. Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on our society. Describe some ways we can protect ourselves against unsafe sex. Explain the pro's and con's of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception. Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.		How do my relationships change as I get older? And Why? How can I cope with strong feelings such as anger, sadness, desire and love? What is the difference between dating and being someone's partner? Why does commitment matter? How can two people demonstrate love and respect for	they affect levels of risk? What support and treatment exists around addiction? How do we access information, support or guidance on alcohol, tobacco and other substances?" What are the risks of trying alcohol, tobacco and other substances just once?"
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				each other in their relationship? How can someone ask out a person they like in a way that demonstrates respect for their decision? How can people communicate what they want/need in a relationship respectfully yet assertively? What are the biggest influences on me and my friends' sexual behaviour and health?	Who, what and in what ways are (media, friends) young people's attitudes to alcohol, tobacco and other substances influenced? How does a young person manage pressure from peers to do something they do not want to do? (resisting, need to fit in, influences) What might tempt a young person to try alcohol/tobacco/o ther substances?
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					Who can help support making decisions about substance use?
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 10

PD 	This half term is dedicated to transition and therefore students will not have Personal Development until the second half term.	Unit 1: Coercion and Exploitation	Unit 2: Stress	Unit 3: Lifestyle Choices and Health
Why This? Why Now? →		Exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect young people and help them when they've no one else to turn to.	Stress can interfere with sleep, maintaining relationships, cognition and memory. Students will learn how to identify, manage and seek help with stress in order to support their learning and wellbeing.	In order to make a healthy transition into adulthood, students will learn about the importance of eating well, being active and how to make informed decisions regarding lifestyle choice
Big Picture Question/Big Skill		What is exploitation? What is coercion?	What are the physical and emotional effects of stress?	What support, information and guidance are available for those wanting to make

		What is Modern Slavery How can we identify exploitation in relationships? What should someone do if they experience coercion or exploitation? Why is it unacceptable to blame the victim of a crime? In what ways might online groups be subject to manipulative behaviours from others? What are some examples of ways in which online platforms can be used by communities for positive outcomes? What harmful outcomes might a group have in mind when manipulating someone's emotions?	What causes stress? Are there any benefits of stress? When might stress be a good thing? How can someone recognise stress in themselves and others? What coping strategies may a person employ to help them manage intense and overwhelming thoughts and feelings? What effective calming strategies can someone use? What should a person do if their stress starts to become overwhelming?	changes in their choices and behaviours? How do people make lifestyle choices regarding health? How do we assess the validity and reliability of this information? How do we manage risks to health if they are affected by the choices we have made? How might cultural influence affect lifestyle and health choice? What external influences lifestyle choice and health? What lifestyle choices affect someone's health and what short and long term effects might these have?
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		What kind of things may be missing from someone's life that means they are more likely to be vulnerable to some of the manipulative messages from a group? What might make someone more vulnerable to these messages than someone else? What might someone being exploited look like? How might their behaviour change? What kind of things might they do/say? What national charities can help and is there anyone within school students can speak to? What would hate speech look like online? How could you deal with it? Where could you go for support/advice – both online and offline?		
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Appendix 2: By the end of primary 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.
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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

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| | <ul style="list-style-type: none">● 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. |
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Appendix 3: 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
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
- 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 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	