RELATIONSHIP AND SEX EDUCATION POLICY

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New Road Academy Relationship and Sex Education Policy

"Powerful knowledge for global citizens"

Contents:

New Road Academy Relationship and Sex Education Policy

1.   Introduction

This policy covers New Road Academy's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. New Road Academy believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

2.   Aims

The aims of relationships and sex education (RSE) at New Road Academy 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 to 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

3.   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 New Road Academy we teach RSE as set out in this policy.

4.   Definition

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

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We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.[1]

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity

- build self-esteem and self-worth

- explore and value their personal and sexual identity and the personal/sexual identities of others

- understand family structures, committed relationships and the legal status of different types of long-term relationships

- understand and make sense of the real-life issues they are experiencing in the world around them

- manage and explore difficult feelings and emotions

- consider how their choices affect their own wellbeing and that of others

- develop as informed and responsible citizens

- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.
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 as questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't see answers online.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, which are timetabled as Personal Development lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).
Pupils also receive sex education sessions delivered by year group specific teaching staff and external sources (e.g. school nurse).

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 stigmatization of children based on their home circumstances (families can include single parent families, LGBTQI parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitivity that some children may have a different structure of support around them (for example: look 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 is to account for the implementation of this policy.

7.2 The Headteacher
The Headteacher is responsible for ensuring that RSE is taught consistently across the school, by line managing the Personal Development Lead who has responsibility for managing requests to withdraw pupils from the non-statutory components of RSE (see section 8).

7.3 Staff
Lead of Personal Development is responsible for
- Planning and sequencing the RSE curriculum appropriately and sensitively
- Planning and organizing correct training for teaching staff
- Monitoring delivery of sessions
- Support staff and students with topic areas

Staff are responsible for:
- Planning and delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress in lessons
- 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

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Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

7.4 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 take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their CPD programme for Personal Development sessions, this is included in our continuing professional development calendar.
The lead for Personal Development, in liaison with the Headteacher and the DSL will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Lead for Personal Development through:
- Planning and monitoring the global citizenship curriculum, arranging the correct training and support for teaching staff, ensuring the teaching of RSE in Personal Development sessions is to a high standard and work booklets are completed
- Pupil's development in RSE is monitored by class teachers as part of our internal assessment systems

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Transition and safety	Transition to secondary school and personal safety in and outside school, including first aid. PoS ref: H1, H2, H30, H33, R13, L1, L2 • How to manage the challenges of moving to a new school. • How to establish and manage friendships • How to identify, express and manage their emotions in a constructive way. • How to improve study skills. • How to identify personal strengths and areas for development. • Personal safety strategies and travel safety, e.g. road, rail and water, basic first aid. • How to respond in an emergency situation. • DIRT/review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Developing skills and aspirations	Careers, team work and enterprise skills, and raising aspirations. PoS: R15, R39, L1, L4, L5, L9, L10, L12 • how to be enterprising, including skills of problem-solving, communication, team work, leadership, risk-management, and creativity. about a broad range of careers and the abilities and qualities required for different careers. • about equality and opportunity. • How to challenege stereotypes, broaden their horizons and how to identify future career aspirations. • About the link between values and career choices. DIRT/ Review and topic quiz	PPT, Student tutor books, resource booklets
7	Diversity	Diversity, prejudice, and bullying. PoS: R3, R38, R39, R40, R41 • about identity, rights and responsibilities. • about living in a diverse society. • how to challenge prejudice, stereotypes and discrimination. the signs and effects of all types of bullying, including online. • how to respond to bullying of any kind, including online. • How to support others. • DIRT/review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Health and puberty	Healthy routines, influences on health, puberty, unwanted contact, and FGM • PoS: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34 how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. • how to manage influences relating to caffeine, smoking and alcohol. • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact, about FGM and how to access help and support. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets
7	Building relationships	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries. • PoS; H1, R2, R9, R11, R13, R14, R16, R24 how to develop self-worth and self- efficacy. • about qualities and behaviours relating to different types of different types of positive relationships and how to recognise unhealthy relationships. • how to recognise and challenge media stereotypes. • how to evaluate expectations for romantic relationships, about consent, and • how to seek and assertively communicate consent. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Financial Decision making	Making safe financial decisions • Making safe financial choices • Ethical and unethical business practices • Saving, spending and budgeting • Saving, spending and budgeting • Managing risk taking behaviour • Unifrog	PPT, Student tutor books, resource booklets
8	Substance misuse	• Alcohol and drug misuse and pressures relating to drug use. PoS: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 • about medicinal and reactional drug. • about the over-consumption of energy drinks • about the relationship between habit and dependence. • how to use over the counter and prescription medications safely. • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. • how to manage influences in relation to substance use. • Vaping- risks and influences. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
8	Discrimination and careers	Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia. PoS: R39, R40, R41, R3, R4, R42, R43 - how to manage influences on beliefs and decisions. about group-think and persuasion. - about gender identity, transphobia and gender-based discrimination - how to recognise and challenge homophobia and biphobia. - how to recognise and challenge racism and religious discrimination. - how to develop self-worth and confidence - DIRT/Review and topic quiz	PPT, Student tutor books, resource booklets
8	Emotional wellbeing	Mental health and emotional wellbeing, including body image and coping strategies. PoS: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24 - about attitudes towards mental health and how to challenge myths and stigma. - about daily wellbeing and how to manage emotions. how to develop digital resilience. - about unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping strategies - DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
8	Digital literacy	• Online safety, digital literacy, media reliability, and gambling hooks. PoS: H3, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27 about online communication and how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation. How to respond and seek support in cases of online grooming. • how to recognise biased or misleading information online and how to critically assess different media sources. • how to distinguish between content which is publicity and privately shared. about age restriction when accessing different forms of media and how to make responsible decisions. • how to protect financial security online and how to assess and manage risks in relation to gambling and chance-based transactions • DIRT/ Review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
8	Identity and relationships	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. PoS: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32 - the qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships. - about gender identity and sexual orientation, and forming new partnerships and developing relationships. About the risks of 'sexting' and how to manage requests or pressure to send an image. - About the law in relation to consent that the legal and moral duty is with the seeker of consent and how to effectively communicate about consent in relationships. - about basic forms of contraception, e.g. condom and pill. - DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets
9	Employability skills	Employability and online presence. - PoS: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27 about young people's employment rights and responsibilities. skills for enterprise and employability. - how to give and act upon constructive feedback, and how to manage their 'personal brand' online. - habits and strategies to support progress. - how to identify and access support for concerns relating to life online. DIRT/review of topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
9	Peer influence, substance use and gangs	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 - how to distinguish between healthy and unhealthy friendships. - how to assess risk and manage influences, including online. - about 'group link' and how it affects behaviour, - how to recognise passive, aggressive and assertive behaviour and how to communicate assertively. - to manage risk in relation to gangs. about the legal and physical risks of carrying a knife. - about positive norms in relation to drug and alcohol use and legal and health risks in relation to drug and alcohol use, including addiction and dependence. - DIRT/ Review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
9	Respectful relationships	Families and parenting, healthy relationships, conflict resolution, and relationship changes. • PoS: H2, R1, R6, R19, R21, R22, R23, R35, R36 about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. about positive relationships in the home and ways to reduce homelessness amongst young people. • about conflict and its causes in different contexts, e.g. with family and friends. • conflict resolution strategies. • how to manage relationship and family changes, including relationship breakdown, separation and divorce. • how to access support services. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
9	Setting goals	Learning strengths, career options and goal setting as part of the GCSE options process. • PoS: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14 about transferable skills, abilities and interests. how to demonstrate strengths. • about different types of employment and career pathways. how to manage feelings relating to future employment and skills for decision making. • how to work towards aspirations and set meaningful, realistic goals for the future. • about GCSE and post- 16 options. • DIRT/ Review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
9	Intimate relationships	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. PoS: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21 • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. • about myths and misconceptions relating to consent, and about the continuous right to withdraw consent and capacity to consent. about STI's, effective use of condoms and negotiating safer sex, and about the consequences of unprotected sex, including pregnancy. • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images and how to secure personal information online.	PPT, Student tutor books, resource booklets
9	Healthy lifestyles	Diet, exercise, lifestyle balance and healthy choices, and first aid. PoS: H3, H14, H15, H16, H17, H18, H19, H21. • about the relationship between physical and mental health. • about balancing work, leisure, exercise and sleep. how to manage influences on body image. • how to make informed healthy eating choices and to make independent health choices. • to take increased responsibility for physical health, including testicular self-examination. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Mental health	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. PoS: H2, H5, H6, H7, H8, H9, H10 - how to manage challenges during adolescence. - how to reframe negative thinking. - strategies to promote mental health and emotional wellbeing. - about the signs of emotional or mental ill-health. how to access support and treatment. - about the portrayal of mental health in the media. how to challenge stigma, stereotypes and misinformation. - DIRT/review and topic quiz	PPT, Student tutor books, resource booklets
10	Work Experience	Short unit preparing students for work experience	WEx booklet

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Healthy relationships	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. • PoS: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 about relationship values and the role of pleasure in relationships. the myths, assumptions, misconceptions and social norms about sex, gender and relationships. • about the opportunities and risks of forming and conducting relationships online. • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours. • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. • how to recognise and challenge victim blaming, and about asexuality, abstinence and celibacy. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Financial decision making	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. • PoS: H25, R38, L16, L17, L18, L19, L20, L25 how to effectively budget and evaluate savings options, how to prevent and manage debt, including understanding credit rating and pay day lending. how data is generated, collected and shared, and the influence of targeted advertising. • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, and strategies for managing influences related to gambling, including online. • about the relationship between gambling and debt. about the law and illegal financial activities, including fraud and cybercrime. • how to manage risk in relation to financial activities. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Exploring influence	The influence and impact of drugs, gangs, role models and the media. PoS: H19, H20, H21, R20, R35, R36, R37 • about positive and negative role models, and how to evaluate the influence of role models and become a positive role model for peers. • about the media's impact on perceptions of gang culture. • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities, and how drugs and alcohol affect decision making. • How to keep self and others safe in situations that involve substance use, and how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. • exit strategies for pressurised or dangerous situations, and how to seek help for substance use and addiction. • DIRT/review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Addressing extremism and radicalisation	• Community cohesion and challenging extremism. PoS: R5, R6, R9, R10, R14, R28, R29, R30, R34, L24, L27, L28, L29 • about communities, inclusion, respect and belonging. • about the Equality Act, diversity and values. • about how social medial may distort, mis-represent or target information in order to influence beliefs and opinions, and how to manage conflicting views and misleading information. • how to safely challenge discrimination, including online, and how to recognise and respond to extremism and radicalisation. • DIRT/review and topic quiz	PPT, Student tutor books, resource booklets
11	Building for the future	Self-efficacy, stress management, and future opportunities. PoS: H2, H3, H4, H8, H12, L22 • how to manage the judgement of othrs and challenge stereotyping. how to balance ambition and unrealistic expectations. Week 3: how to develop self-efficacy, including motivation, perseverance and resilience. • how to maintain a healthy self-concept, about the nature, causes and effects of stress. • stress management strategies, including maintaining healthy sleep habits. about positive and safe ways to create content online and the opportunities this offers. • how to balance time online. • DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
11	Next steps	Application processes, and skills for further education, employment and career progression. PoS: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21 • how to use feedback constructively when planning for the future. how to set and achieve SMART targets. • effective revision techniques and strategies. • about options post-16 and career pathways, about application processes, including CVs, personal statements and interview technique. Week 5: how to maximise employability, including managing online presence and taking opportunities to broaden experience. • about, rights, responsibilities and challenges in relation to working part time whilst studying, and how to manage work/life balance.	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
11	Communication in relationships	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. PoS: H26, H27, H28, H29, R16, R17, R21, R23, R32 - about core values and emotions. - about gender identity, gender expression and sexual orientation. - how to communicate assertively, and how to communicate wants and needs. - how to handle unwanted attention, including online, and how to challenge harassment and stalking, including online. - about various forms of relationship abuse and about unhealthy, exploitative and abuse relationships. - how to access support in abusive relationships and how to overcome challenges in seeking support. - DIRT/ review and topic quiz	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
11	Independence	Responsible healthy choices, and safety in independent contexts. PoS: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24 -how to assess and manage risk and safety in new independent situations (e.g. Personal safety in social situation and on the roads). - emergency aid skills, and how to assess emergency and non-emergency situations and contact appropriate services. - about the links between lifestyle and some cancers, and the importance of screening and how to perform self-examination, vaccinations and immunisations. - about registering with and accessing doctors, sexual health clinics, opticians and other health services, and about blood, organ and stem cell donation. - how to manage influence and risks relating to cosmetic and aesthetic body alterations. - DIRT/review and topic quiz	PPT, Student tutor books, resource booklets
11	Families	Different families and parental responsibilities, pregnancy, marriage, and forces marriage and changing relationships. PoS: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33 about different types of families and changing family structures. - how to evaluate readiness for parenthood and positive parenting qualities. - about fertility, including how it varies and changes, about pregnancy, birth and miscarriage, about unplanned pregnancy options, including abortion. about adoption, how to manage change, loss, grief and bereavement, also about 'honour based' violence and forces marriage and how to safely access support. - DIRT/ review and topic quiz.	PPT, Student tutor books, resource booklets

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YEAR GROUP	UNIT	TOPIC/THEME DETAILS	RESOURCES
11		Families- Different families and parental responsibilities, pregnancy, marriage, and forces marriage and changing relationships. PoS: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33 - about different types of families and changing family structures. - how to evaluate readiness for parenthood and positive parenting qualities. - about fertility, including how it varies and changes, about pregnancy, birth and miscarriage, about unplanned pregnancy options, including abortion. - about adoption, how to manage change, loss, grief and bereavement, also about 'honour based' violence and forces marriage and how to safely access support. - DIRT/ review and topic quiz.	PPT, Student tutor books, resource booklets

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Appendix 2

By the end of primary school pupils should know

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

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

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TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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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

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TOPIC	PUPILS SHOULD KNOW
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

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TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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		Tutor	
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	
Headteacher signature	