



# Holbrook Academy

## Relationship and Sex Education Policy (RSE)

**May 2024**

<b>Date Approved</b>	
<b>Signed</b>	
<b>Minuted</b>	

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010 and the latest Statutory guidance on relationships education, relationships and sex education (RSE) and health education.*

*It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	
Governor with responsibility for this policy.	Q&M Committee
Policy review date	Summer 2025
What is the purpose of this policy?	Create a culture where sensitive discussion and learning about puberty, sexual development, health and relationships can be had.
What are its headline targets? (using quantitative and qualitative measures)	<ul style="list-style-type: none"> <li>• Young people to be confident in their knowledge about healthy relationships.</li> <li>• Reduction in MyConcern logs of peer on peer</li> </ul>
How is this policy to be judged as successful?	<ul style="list-style-type: none"> <li>• Decline in safeguarding incidences of peer on peer.</li> <li>• Reduction in unkind / unpleasant vocabulary and physical assaults on <b>ClassCharts</b>.</li> </ul>

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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 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

### ***The purpose and aims of RSHE in our school***

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. Recent NSPCC studies have also directly informed the programme. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

### ***The vision for safe and effective RSHE***

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is called Life Skills at Holbrook Academy. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). There are a number of cross curricular links for RSE.
- As a school our RSE programme 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **2. The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against both genders
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, up-skirting, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- Female genital mutilation (FGM)

## **3. Statutory Requirements**

As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreement to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

**We also have regard to legal duties set out in:**

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

At Holbrook Academy, we teach RSE as set out in this policy.

*(From Funding Agreement:- 28) The Academy Trust shall have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children.)*

1. PSHE is timetabled for all students and taught on a fortnightly basis by subject specialists.
2. Teachers are encouraged but not pressurised to teach sex education. CPD and all teaching materials are provided to the team in advance.
3. To deliver certain topics, we use local health experts. These visitors are rigorously briefed about the content and moral framework of the sessions they are to deliver. The school team goes to considerable lengths to provide quality assurance. Meetings are held and resources viewed prior to their visits to school and evaluation is done after the session through questionnaires.
4. Sex education is taught in mixed groups, in a relaxed, non-threatening atmosphere where questions may be asked without fear of humiliation and answered sensitively and honestly.
5. Links with other subject areas are essential: Science, RE and especially with the ICT/Computing curriculum. As part of RSE it is important that students recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images (sexting). This links with our Online Safety & Acceptable Use policies.
6. Different activities, teaching methods and use of language are adopted so that the approach and content of the syllabus is adapted to meet the different ages, abilities and needs of the students.
7. The Sexual Health Programme is reviewed and evaluated annually in the summer term.

#### **4. Policy Development**

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

- a) The RSE policy was reviewed by **Mrs S Watson and Mr G Footer** and appropriate updates were implemented in accordance to the latest guidelines.
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- c) Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend read about the changes to the policy.
- d) Student consultation – via student survey.

- e) Ratification – once amendments were made, the policy was shared with governors and ratified.

## 5. Definition

- RSE is about the emotional, social and cultural development of students, 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.
- RSE is about the understanding of the importance of a stable and loving relationship.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is called Life Skills at Holbrook Academy. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. This is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSE curriculum, see Appendices 1 and 2.

### **Students with additional educational needs:**

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual students where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported

- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Roles and Responsibilities

### 7.1 The Governing Body

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

The Governing Body will:

- Ensure all students make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all students with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 9).

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects

- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for students, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

### **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 students
- Responding appropriately to students 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 Headteacher.

#### **Teachers ensure that the learning environment is safe by:**

- setting clear ground rules which are to be adhered to by all staff and students present
- organising seating so that students do not feel threatened or embarrassed
- making provision for supporting students who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the students have properly understood the content
- providing regular opportunities for students to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow students to explore an issue without relating it to personal experience (de-personalisation)
- being aware of students personal backgrounds when possible, discussing with them prior to the lesson the content being covered and if they will feel comfortable in that scenario (bereavement, etc.).To make arrangements for alternative provision if required.

#### **Ground rules might include;**

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding



### **De-personalisation techniques are used to;**

- allow students to share and explore different aspects of RSE without fear of being judged or labelled
- allow students to consider issues that they have not had experience of
- support students to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach students that all issues which affect society, such as discrimination, are relevant to everyone

### **The teaching of sensitive and controversial issues must;**

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught.

### **Teaching methodologies**

- The RSE programme will be taught through a range of teaching methods these are outlined in the Teaching and Learning policy. Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.
- We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the Behaviour & Rewards policy.
- We will ensure cross-curricular learning by keeping an up-to-date overview of whole school deliveries and liaising with both the teaching and learning and pastoral team. Working closely with key subjects to ensure cross-curricular learning is explicit.

### **Students' questions**

- Students' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.
- Students who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with same guidance as above. Although students will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to.
- Students are encouraged to speak with their teacher discretely after the lesson if they have questions they did not want to ask in front of their peers or ask a question in their book the teacher will answer.
- If a student discloses information which is of concern with regards child protection, the procedure outlined in the Child Protection and Safeguarding policy will be followed.
- Dialogue between the RSE team and pastoral staff will ensure that any students who are thought to be 'at risk' are supported through sensitive discussion of topics. Students

are also able to take a timeout if a topic is in anyway distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.

**Parents/carers will:**

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

**7.4 Students**

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

**8. Inclusivity and Equality of Opportunity**

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; students' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation (as in accordance to our Equalities Policy).

We promote diversity and inclusion and consider all students' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for students to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics, students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

**9. Parents' Right to Withdraw**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

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. This does not include the content covered within the Science curriculum nor does it cover PSHE or Relationships content.

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 student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

## **10. Training**

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

The PSHE team 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.

## **11. Safeguarding**

**11.1 Advice to Individual Students** – It would be inappropriate and, therefore, not encouraged for teachers to give advice about contraception or other aspects of sexual behaviour to individual students. The student should be encouraged to speak to one of the Pastoral team, his/her parents, the School Nurse or the relevant health service professionals. Students can access the School Nurse, who can provide as necessary, advice and counselling about; relationships, decision-making, condoms, emergency contraception, pregnancy tests, Chlamydia screening, referrals to GP or 'Two become one' – Suffolk Sexual Health - Ipswich Hospital Sexual Health Clinic where appropriate.

If the child is:

- Up to the age of 13 – this becomes a Safeguarding issue and the Safeguarding Designated Professional or alternate MUST be informed.
- Between the ages of 13-14 the case is discussed with the Safeguarding Team. Appropriate and agreed action should then follow.
- If the student is 14 or older and deemed to be competent to make a decision, then, following counselling, the School Nurse will respect their confidentiality as outlined in the Fraser Guidelines 1986 if they do not want their parent/carer to be informed.

**11.2 Disclosures** – If a teacher believes a student to be contemplating a course of action which is illegal or puts him/her physically or morally at risk, the teacher must ensure that the student is aware of the implications and is urged to seek appropriate advice. No teacher/professional/adult should ever agree/promise confidentiality but state they have a professional duty to report to and seek advice from the Safeguarding Team who will in turn decide the appropriate course of action. This team will in turn liaise with the Headteacher.

**11.3 Resources** – All resources are previewed and discussed by the Co-ordinator for PSHE before being used. External contributors and visitors are used because of their specialist expertise about certain aspects of the programmes. Visiting speakers are well briefed, made aware of the school's Safeguarding Policy and their contribution to the programmes thoroughly discussed and researched as referenced in our External Contributors Policy.

## **12. RSE policy links**

This policy supports/complements the following policies:

- Acceptable Use Policy
- Anti-bullying Policy
- Child Protection & Safeguarding
- Equalities
- Rewards & Behaviour Policy
- SEND
- Teaching & Learning

This policy will be reviewed by the Quality & Monitoring Committee annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map *(Updated in line with website)*

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Autumn 1	<ul style="list-style-type: none"> <li>• Transition to secondary school</li> <li>• Healthy eating</li> <li>• Physical health and fitness</li> </ul>	
7	Autumn 2	<ul style="list-style-type: none"> <li>• Health and prevention: dental health</li> <li>• Managing friendships both on-and off-line</li> </ul>	
7	Spring 1	<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Challenging stereotypes</li> </ul>	
7	Spring 2	<ul style="list-style-type: none"> <li>• Drug awareness: caffeine and nicotine</li> <li>• Financial Education: the risks associated with gaming and gambling (YGAM)</li> </ul>	
7	Summer 1	<ul style="list-style-type: none"> <li>• Changes in the adolescent body in puberty</li> <li>• Fertility (Taught alongside Science)</li> <li>• Menstrual wellbeing</li> </ul>	
7	Summer 2	<ul style="list-style-type: none"> <li>• Self-esteem and body image</li> <li>• FGM</li> </ul>	
8	Autumn 1	<ul style="list-style-type: none"> <li>• Physical health and mental wellbeing: Attitudes to mental health</li> <li>• Digital resilience</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	Autumn 2	<ul style="list-style-type: none"> <li>• Rights and responsibilities. Diversity and equality</li> <li>• Tackling discrimination &amp; promoting human rights.</li> </ul>	
8	Spring 1	<ul style="list-style-type: none"> <li>• Drug awareness: alcohol</li> <li>• Online and media: risks of sharing compromising images</li> <li>• Introduction to contraception</li> </ul>	
8	Spring 2	<ul style="list-style-type: none"> <li>• St John's ambulance basic first aid course</li> <li>• Introduction to consent.</li> </ul>	Bank of England educational resources
8	Summer 1	<ul style="list-style-type: none"> <li>• Financial education: financial planning (YGAM)</li> <li>• Careers education: Introduction to Kudos</li> </ul>	
8	Summer 2	<ul style="list-style-type: none"> <li>• Introduction to contraception and choices about intimate relationships</li> <li>• Personal safety – roads &amp; rivers.</li> </ul>	
9	Autumn 1	<ul style="list-style-type: none"> <li>• Physical health and mental wellbeing: exploring healthy and unhealthy coping strategies including the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>• Health and prevention: sleep</li> </ul>	
9	Autumn 2	Risk of gang culture and county lines	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	Spring 1	<ul style="list-style-type: none"> <li>• Understanding careers and future aspirations.</li> <li>• Looking at strengths and goal setting – linked to option choices.</li> <li>• Managing conflict &amp; tackling homophobia, transphobia and sexism.</li> </ul>	
9	Spring 2	Drug awareness: class A, B and C drugs	
9	Summer 1	<ul style="list-style-type: none"> <li>• Drug awareness: Vaping</li> <li>• Being safe: avoiding assumptions in sexual relationships, freedom and capacity to consent</li> </ul>	
9	Summer 2	<ul style="list-style-type: none"> <li>• Financial education: Barclays life skills money management</li> <li>• Respectful relationships, including friendships: The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010)</li> </ul>	<a href="https://nationalschoolpartnership.com/initiatives/econome/">https://nationalschoolpartnership.com/initiatives/econome/</a>
10	Autumn 1	<ul style="list-style-type: none"> <li>• Mental wellbeing: responding to the change to key stage 4, thinking patterns, common mental health conditions</li> <li>• Physical health: lifestyles and wellbeing</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	Autumn 2	<ul style="list-style-type: none"> <li>Physical health: managing influences of lifestyle decisions</li> <li>Financial education: Barclays life skills money management</li> </ul>	
10	Spring 1	<ul style="list-style-type: none"> <li>Health and prevention: the benefits of regular self-examination and screening - testicular cancer, breast cancer</li> <li>Preparation for work experience</li> </ul>	
10	Spring 2	<ul style="list-style-type: none"> <li>Families: understanding different families and parenting skills</li> <li>Role models (through the lens of knife crime)</li> </ul>	
10	Summer 1	Online and Media, Intimate and sexual relationships: Pornography, pressure, persuasion and coercion	
10	Summer 2	Intimate and sexual relationships: Contraception, fertility and parenthood	
11	Autumn 1	<ul style="list-style-type: none"> <li>Coping with change, loss, bereavement and grief</li> <li>Promoting self-esteem and coping with stress.</li> <li>Revision skills to maximise potential.</li> </ul>	
11	Autumn 2	<ul style="list-style-type: none"> <li>Post-16, what is out there and how to apply.</li> <li>Skills for employment &amp; career progression.</li> <li>Basic first aid: recap life-saving skills, basic treatment for common injuries</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	Spring 1	<ul style="list-style-type: none"> <li>• Skills for employment &amp; career progression, including CV writing and interview skills</li> <li>• Record of Achievement preparation</li> <li>• Personal values and assertive communication in relationships</li> </ul>	
11	Spring 2	<ul style="list-style-type: none"> <li>• Blood, organ and stem cell donation</li> <li>• Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• How to be safe and make positive choices when living independently including post 16 finances</li> </ul>	
11	Summer 1	<ul style="list-style-type: none"> <li>• Record of Achievement preparation</li> <li>• The facts and science relating to immunisation and vaccination</li> </ul>	Edit to fit withdrawal from Kudos service. Speak to SWN.
11	Summer 2		

**Appendix 2: By the end of secondary school students should know**

TOPIC	STUDENTS 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 relationship</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>

TOPIC	STUDENTS SHOULD KNOW
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> <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 jail</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>

TOPIC	STUDENTS SHOULD KNOW
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	