



**DAWN HOUSE SCHOOL – STAFF HANDBOOK**

**Policy Title: Sex & Relationships Education**

**Section: S**

**Policy No: S.9**

**Version Date: June 2023**

**Review Date: June 24**

**Name of Originator: KF**

**Designation: Deputy Principal**

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## 1. Aims

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

- To support and develop each child's understanding of self, and to build confidence and self-esteem.
- To support and develop each pupil's understanding of positive emotional and mental wellbeing.
- To reinforce and extend the limited social skills which many of our pupils' exhibit.
- To enable the child to form and maintain positive relationships and friendships, and to promote concern for the feelings of others.
- To educate pupils on health and safety and online safety issues, with the ultimate goal of enabling them to care for themselves.
- To help children to reflect upon the causes and consequences of their behaviour.
- To develop the sense that every individual within the school, and outside it, is of value and worthy of consideration or respect.

- › To give the pupil's the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse, and to empower the pupils to understand that they have rights over their own bodies and how to remain safe (both online and offline).
- › To raise pupil awareness of the importance of contributing to the well-being of the school community, and of the wider communities of which we are all members.
- › To teach RSE with care and empathy and in a way that is relevant and supportive of Dawn House students

## 2. Statutory requirements

As an all-through NMSS we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

## 3. Policy development

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

1. Review – the lead for RSE pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with education committee and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum and Delivery of RSE

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including (in primary):

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

In Secondary:

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

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).

Content for relationships education taught at Dawn House School. The content will be taught in a way that builds on previous knowledge and understanding about relationships. The aim is for the following content to be taught in the different key stages;

Lower primary

Higher primary

Key stage three

Key stage four

This content will be taught across many curriculum areas including science, IT, PE, PSHE with support from the Wellbeing team, therapists and outside agencies. Teachers will ensure that the material is differentiated and suitable for the children in their groups. Whilst some children may remain working on the primary content in key stage three it is important that children are taught about changes that happen to their body in their primary phase in order to prepare them for puberty.

### **Families and people who care for 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 other 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 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, how to seek help or advice from others if needed.

## **Respectful relationships**

Pupils should know

- 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 context 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 the 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 and friends, peers and adults.

## **Caring friendships**

Pupils should know

- 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, shared 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 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.

## **Online relationships**

Pupils should know

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online even when e are anonymous.

- The rules and principles for keeping safe online, how to recognise the risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

Pupils should know

- What sort 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 related 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 context, including online).
- 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 to do so.
- Where to get advice e.g. family, school and/or other sources.

Pupils will be taught the following assessment statements before the end of primary.

- Identify the body parts that we keep private
- Understand the words 'no' and 'stop'
- Understand that people's bodies and feelings can be hurt
- Identify an adult they can talk to if they are concerned about inappropriate touch
- Describe how they have changed since they were a baby
- Explain in simple terms how babies are made and how they are born.
- Some children may be able to explain what the male and female parts are used for.
- Name the main male and female body parts needed for reproduction
- Describe some of the changes boys go through during puberty
- Describe some of the changes girls go through during puberty

### **Secondary**

#### **Families**

Pupils should know

- There are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance in the bringing up of children
- What marriage is, including its legal status, For example, that marriage carries legal rights and responsibilities not available to couples who are cohabiting or who have married in an unregistered unreligious ceremony.

- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 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 other's relationships); and, how to seek help or advice, including reporting concerns about others.

The characteristics and legal status of other types of long-term relationships.

- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

### **Respectful relationships, including friendships**

Pupils should

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, 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 context 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 defines in the Equality Act 2010 and that everyone is unique and equal.

### **Online and media**

#### **Pupils should know**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, particularly that any material someone provides 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 information that has been sent to them.
- What to do and where to get support to report material or managing issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (i.e., Pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and can 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**

#### **Pupils should know**

- The concepts of, and laws related to: 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.**

#### **Pupils should know.**

- 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 made relating to sex and relationships, both positively and negatively, including physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, the menopause, and the potential impacts of lifestyle on fertility for men and woman.
- That there are a range of strategies for 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. This should include medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to go to get further help.
- How different sexually transmitted infection (STI's), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts of testing.
- About the prevalence of some STI's, the impact they 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.

### **Changing adolescent body**

#### **Students should know.**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and mental health.

## **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 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 about all types of relationships. Pupils will be made aware of the relevant legal provisions when certain topics are being taught, including:

- Marriage
- Consent (including the age of consent)
- Violence against woman and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc.
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations).
- Hate crime
- Female genital mutilation

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

### **6.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **6.3 Staff**

Staff are responsible for:

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

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



## **6.4 Pupils**

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

## **7. Parents' right to withdraw**

### Primary

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

### Secondary

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 Principal.

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

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

## **8. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the Vice Principal through: learning walks, observations and discussions.

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

This policy will be reviewed by the Vice Principal bi-annually. At every review, the policy will be approved by the governing body.



## Appendix 1: Curriculum map

Content for relationships education taught at Dawn House School. The content will be taught in a way that builds on previous knowledge and understanding about relationships. The aim is for the following content to be taught in the different key stages;

Lower primary

Higher primary

Key stage three

Key stage four

This content will be taught across many curriculum areas including science, IT, PE, PSHE with support from the Wellbeing team, therapists and outside agencies. Teachers will ensure that the material is differentiated and suitable for the children in their groups. Whilst some children may remain working on the primary content in key stage three it is important that children are taught about changes that happen to their body in their primary phase in order to prepare them for puberty.

### **Families and people who care for 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 other 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 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, how to seek help or advice from others if needed.

## **Respectful relationships**

Pupils should know

- 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 context 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 the 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.
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## **Caring friendships**

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- 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, shared 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 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.

### **Online relationships**

Pupils should know

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online even when e are anonymous.
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- How information and data is shared and used online.

### **Being safe**

Pupils should know

- What sort 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 related 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 context, including online).
- 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 to do so.
- Where to get advice e.g. family, school and/or other sources.

Pupils will be taught the following assessment statements before the end of primary.

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- Understand the words 'no' and 'stop'
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- Identify an adult they can talk to if they are concerned about inappropriate touch
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- Explain in simple terms how babies are made and how they are born.
- Some children may be able to explain what the male and female parts are used for.
- Name the main male and female body parts needed for reproduction
- Describe some of the changes boys go through during puberty
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## **Secondary**

### **Families**

Pupils should know

- There are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance in the bringing up of children
- What marriage is, including its legal status, For example, that marriage carries legal rights and responsibilities not available to couples who are cohabiting or who have married in an unregistered unreligious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.

- 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 other's relationships); and, how to seek help or advice, including reporting concerns about others.

The characteristics and legal status of other types of long-term relationships.

- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

### **Respectful relationships, including friendships**

Pupils should

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, 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 context 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 defines in the Equality Act 2010 and that everyone is unique and equal.

### **Online and media**

**Pupils should know**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, particularly that any material someone provides 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 information that has been sent to them.
- What to do and where to get support to report material or managing issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (i.e. Pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and can 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**

#### **Pupils should know**

- The concepts of, and laws related to: 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**

#### **Pupils should know**

- 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 made relating to sex and relationships, both positively and negatively, including physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, the menopause, and the potential impacts of lifestyle on fertility for men and woman.
- That there are a range of strategies for 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. This should include medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to go to get further help.
- How different sexually transmitted infection (STI's), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts of testing.
- About the prevalence of some STI's, the impact they 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.

### **Changing adolescent body**

#### **Students should know**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and mental health.



## 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 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 about all types of relationships. Pupils will be made aware of the relevant legal provisions when certain topics are being taught, including:

- Marriage
- Consent (including the age of consent)
- Violence against woman and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc.
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations).
- Hate crime
- Female genital mutilation

## Appendix 2a: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2b: By the end of secondary school pupils should know

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