



**Soar Valley College**

A SPECIALIST MATHS AND COMPUTING COLLEGE

**ASPIRE ENJOY ACHIEVE**

# Policy Document

## Relationships and Sex Education Policy

Approved by:

Date:

Signed :

Last reviewed on:

Next review due by:

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### 1. Aims

Soar Valley College is an Outstanding school, as judged by Ofsted and as shown through our results each year. Whilst very proud of our achievements we are far from complacent, always striving to improve the provision and outcomes for the young people in our care. At Soar Valley College, every individual is highly valued. We are committed to providing a stimulating and caring environment, within which all ASPIRE to reach the highest standards, ENJOY every aspect of school life and ACHIEVE their full potential.

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#). The Department for Education issued guidance under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

In July 2018 the Government set out plans for implementation encouraging schools that are ready to start teaching the new curriculum from September 2019 and enabling schools needing more support to use the additional time to prepare to teach high quality RSE from September 2020.

At Soar Valley College, we have been teaching the new curriculum set out by the government from 2019.

### 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors- The policy was presented to Governors
4. Parent/stakeholder consultation – parents and any interested parties were given information in the newsletter, signposting them to the website.
5. Pupil consultation – we gathered a range of students across all year groups and investigated what exactly pupils want from their RSE lessons
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what acceptable and unacceptable behavior in relationships is.

This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. RSE is not about the promotion of sexual activity. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. At Soar Valley College, the team of teachers delivering RSE lessons use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility,

kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which Soar Valley College supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these is the applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Pupils are well informed about the full range of perspectives and, within the law, are well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex that are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. At Soar Valley College, we address the physical and emotional damage caused by female genital mutilation (FGM). Students are taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils are also offered support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. As a school, we are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

## 5. Curriculum

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

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

For more information about 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. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Our PSHE curriculum includes other subjects or topics that we have chosen to plan and design which has led us to designing our own tailored programme of PSHE education reflecting on the needs of the pupils. We use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We review our programme annually based on feedback from staff and students so that we are meeting the needs of all students on an ongoing basis. All staff are aware of the PSHE curriculum content and how sensitive topics can be, this ensures no value judgements are made.

Where appropriate, if same gender sessions for certain topics are required then this can be arranged. Students who feel uncomfortable with sensitive topics may be put forward by staff so that they can have specific sessions in smaller groups to ask questions and feel more at ease. Students with special educational needs may be provided with smaller group sessions to begin with so that they feel more comfortable about discussing and learning about RSE topics.

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
- › The Law

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

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 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/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

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

The staff responsible for teaching RSE across the school is Mrs Sheena Raja (Head of Personal Development- PSHE and Citizenship)

## **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/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.

Parents and carers may NOT withdraw their children from Relationships Education or Health Education in secondary school.

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 or SLT 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 induction and it is included in our continuing professional development calendar.

The Principal or SLT 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 senior leaders and middle leaders through:

Student learning walks, faculty reviews, book scrutiny's, scheme of learning reviews and student voice

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

This policy will be reviewed by the Principal every two years. At every review, the policy will be approved by [the governors' sub committee..

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 1	<p><b><u>Module name: Looking after yourself</u></b></p> <ul style="list-style-type: none"><li>• <u>Puberty:</u> Students will be taught key facts about puberty, the changing adolescent body and menstrual wellbeing. The focus will be on the main changes which take place in males and females, and the implications for emotional and physical health</li><li>• <u>Female genital mutilation:</u> Students will be taught the physical and emotional damage caused by female genital mutilation, where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. Students will also explore how FGM can affect current and future relationships</li></ul>	<p><a href="http://www.always.co.uk">www.always.co.uk</a> <a href="http://www.healthychildren.org">www.healthychildren.org</a> <a href="http://www.girlshealth.gov">www.girlshealth.gov</a></p> <p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <a href="http://www.forwarduk.org.uk">www.forwarduk.org.uk</a> <a href="http://www.nationalfgmcentre.org.uk">www.nationalfgmcentre.org.uk</a> <a href="http://www.dofeve.org/stopping-fgm.html">www.dofeve.org/stopping-fgm.html</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	<p><b><u>Module name: Crossing the line</u></b></p> <ul style="list-style-type: none"> <li>• <u>Cyber bullying:</u></li> </ul> <p>Students will be taught about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Students will also be reminded of the school policy on bullying and 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.</p> <ul style="list-style-type: none"> <li>• <u>Sexting:</u></li> </ul> <p>Students will be taught about the relevant legal provisions of online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</p> <p>Students will be taught not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Students will be taught that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>Students will be taught their rights, responsibilities and opportunities online. Students will be informed that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. They will be provided with information on what to do and where to get support to report material or manage issues online</p> <p><u>Peer pressure:</u></p> <p>Students will be taught that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>Students will be taught the characteristics of positive and healthy friendships, in all contexts including online. Students will be informed about the importance of trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship.</p> <p>Students will be aware of practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p><a href="http://www.childnet.com">www.childnet.com</a>  <a href="http://www.report-it.org.uk">www.report-it.org.uk</a>  <a href="http://www.childline.org.uk">www.childline.org.uk</a>  <a href="http://www.iwf.org.uk">www.iwf.org.uk</a>  <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>  <a href="https://www.anti-bullyingalliance.org.uk/">https://www.anti-bullyingalliance.org.uk/</a></p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 2	<p><b><u>Module name: Freedoms &amp; Liberties</u></b></p> <ul style="list-style-type: none"> <li>• <u>Honour-based violence , forced marriage, sexual exploitation and grooming</u></li> </ul> <p>Students will be taught about the concept of and the law relating to sexual exploitation, grooming, honour-based violence and forced marriage.</p> <p>Students will be supported in recognising when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Students will be informed why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <ul style="list-style-type: none"> <li>• <u>Pornography:</u></li> </ul> <p>Students will be taught that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>Students will be taught about the relevant legal provisions of pornography</p>	<p> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  <a href="http://www.refuge.org.uk">www.refuge.org.uk</a>  <a href="http://www.refuge.org.uk">www.refuge.org.uk</a>  <a href="http://www.haloproject.org.uk">www.haloproject.org.uk</a>  <a href="http://www.womensaid.org">www.womensaid.org</a>  <a href="http://www.truehonour.org.uk">www.truehonour.org.uk</a>  <a href="http://www.runawayhelpline.org.uk">www.runawayhelpline.org.uk</a>  <a href="http://www.karmaniravana.org.uk">www.karmaniravana.org.uk</a>  <a href="http://www.womanssupportproject.co.uk">www.womanssupportproject.co.uk</a>  <a href="http://www.thecyberhelpline.com">www.thecyberhelpline.com</a>  <a href="https://archive.leics.police.uk/categories/kayleighs-love-story">https://archive.leics.police.uk/categories/kayleighs-love-story</a>  <a href="https://www.surrey.police.uk/police-forces/surrey-police/areas/campaigns/campaigns/2018/brecks-last-game-film/">https://www.surrey.police.uk/police-forces/surrey-police/areas/campaigns/campaigns/2018/brecks-last-game-film/</a> </p> <p> <a href="http://www.truthaboutporn.org">www.truthaboutporn.org</a>  <a href="http://www.childnet.com">www.childnet.com</a>  <a href="http://www.thenakedtruthproject.com">www.thenakedtruthproject.com</a> </p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	<p><b><u>Module name: Sex education</u></b></p> <ul style="list-style-type: none"> <li>• <u>What is sex?</u></li> </ul> <p>Students will be taught 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. Students will be taught that they have a choice to delay sex or to enjoy intimacy without sex alongside the legal provisions on the age of consent.</p> <ul style="list-style-type: none"> <li>• <u>Sexuality</u></li> </ul> <p>Students will be taught about sexual orientation and gender identity with exploration of the features of stable and healthy same-sex relationships. This is integrated into all sex education lessons throughout the module, rather than</p> <ul style="list-style-type: none"> <li>• <u>Contraception: hormonal and non-hormonal</u></li> </ul> <p>Students will be taught the facts about the full range of contraceptive choices, efficacy and options available</p> <ul style="list-style-type: none"> <li>• <u>Sexually transmitted infections/diseases</u></li> </ul> <p>Students will be taught how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. Students will be informed about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>Throughout the whole module, students will be provided with how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p> <a href="http://www.nhs.uk">www.nhs.uk</a>  <a href="http://www.brook.org.uk">www.brook.org.uk</a>  <a href="http://www.outlife.org.uk">www.outlife.org.uk</a>  <a href="http://www.childline.org.uk">www.childline.org.uk</a>  <a href="https://www.sexeducationforum.org.uk/">https://www.sexeducationforum.org.uk/</a>  <a href="https://www.stonewall.org.uk/">https://www.stonewall.org.uk/</a>  <a href="http://www.healthychildren.org">www.healthychildren.org</a>  <a href="https://www.caringforkids.cps.ca/handouts/birth-control-for-teens">https://www.caringforkids.cps.ca/handouts/birth-control-for-teens</a>  <a href="http://www.sexwise.fpa.org.uk">www.sexwise.fpa.org.uk</a>  <a href="http://www.hivaware.org.uk">www.hivaware.org.uk</a> </p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 1 Autumn 2	<p><b><u>Module name: Relationships</u></b></p> <ul style="list-style-type: none"> <li>• <u>Building and maintaining positive relationships</u></li> </ul> <p>Students will be taught that there are different types of committed and stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>Students will be taught 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</p> <ul style="list-style-type: none"> <li>• <u>Abuse and coercive control</u></li> </ul> <p>Students will be taught the concepts of, and laws relating to, sexual consent, abuse, coercion, harassment, rape and domestic abuse and how these can affect current and future relationships. Students will be informed about what constitutes sexual harassment and sexual violence and why these are always unacceptable. Students will be informed that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <ul style="list-style-type: none"> <li>• <u>Sexual violence and consent</u></li> </ul> <p>Students will be taught 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. Students will be informed on the legal provisions around consent and alcohol/drugs and how the use of alcohol and drugs can lead to risky sexual behavior</p>	<p><a href="http://www.underageandpregnant.co.uk">www.underageandpregnant.co.uk</a></p> <p><a href="http://www.lovedontfeelbad.co.uk">www.lovedontfeelbad.co.uk</a></p> <p><a href="http://www.nspcc.co.uk">www.nspcc.co.uk</a></p> <p><a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p> <p><a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p> <p><a href="http://www.nationaldomesticviolence.org.uk">www.nationaldomesticviolence.org.uk</a></p> <p><a href="http://www.cwpresources.co.uk">www.cwpresources.co.uk</a></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 1 Autumn 2	<ul style="list-style-type: none"> <li>• <u>Teenage pregnancy and the options available</u></li> </ul> <p>Students will be taught the facts around pregnancy including miscarriage and 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)</p> <ul style="list-style-type: none"> <li>• <u>Parenting</u></li> </ul> <p>Students will be taught about the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <ul style="list-style-type: none"> <li>• <u>Accessing sexual health services</u></li> </ul> <p>Throughout the whole module, students will be provided with how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Students will also be informed about local sexual health services available within Leicestershire.</p>	

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

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

TOPIC	PUPILS SHOULD KNOW
The Law	<p>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.</p> <ul style="list-style-type: none"><li>• Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</li><li>• Marriage</li><li>• Consent, including the age of consent</li><li>• Violence against women and girls</li><li>• Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li><li>• Pornography</li><li>• Abortion</li><li>• Sexuality</li><li>• Gender identity</li><li>• Substance misuse</li><li>• Violence and exploitation by gangs</li><li>• Extremism and radicalisation</li><li>• Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li><li>• Hate crime</li><li>• Female genital mutilation (FGM)</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	