

Liverpool College

Relationships and Sex Education (RSE) Policy



Mission Statement

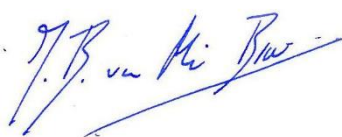
Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

This is a whole college and applies to the Primary and Secondary Phase as well as Boarding, Breakfast Club, and after school activities



| | |
|---------------|---|
| Approved Date | 24 th January 2024 |
| Review Date | 24 th January 2025 |
| Principal |  Mr H vM Broekman |

Relationships and Sex Education (RSE) Policy

Introduction

The purpose of relationships and sex education (RSE) is to help and support young people through their physical, emotional and moral development. The College programme is firmly embedded in our curriculum and is designed to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Relationships and sex education involve lifelong learning about physical, moral and emotional development, and the understanding of the importance of commitment for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Aim of relationships and sex education

The aims of RSE at our College are to:

- provide a framework in which sensitive discussions can take place
- inform pupils about moral, emotional and health related issues to enable them to make considered judgements and informed decisions when developing their own code of living
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- teach pupils the correct vocabulary to describe themselves and their bodies
- help pupils develop feelings of self-respect, confidence and empathy
- develop skills of assertiveness and communication, and explore feelings and attitudes such as love, anger, trust, respect, sadness and grief
- create a positive culture around issues of sexuality and relationships
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- help pupils recognise their sexual nature as a part of their personality which determines what a person is and not what they can do
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant.

Statutory requirements

As an all through Academy, the College must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Although we do not have to follow the National Curriculum, 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.

At Liverpool College we teach RSE as set out in this policy.

Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and learning about relationships, sexual health, sexuality, diversity and personal identity. It involves a combination of sharing information as well as exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but this may need to be adapted 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 that pupils are informed and to avoid them seeking answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

Appendix 1 outlines the topics covered and resources used in each year. The numbers and letters in the 'Guidance Topics' column refers to the statutory guidance that is detailed in Appendix 2 Primary. The guidance has been labelled and matched to the curriculum in Appendix 1.

Within the primary phase, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Self-concept and self-esteem.

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

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

➤ Intimate and sexual relationships, including sexual health

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

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 for example 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).

Delivery of RSE

RSE is taught within our LC+ Personal Development (PD) programme which covers the personal, social, health and economic (PSHE) education curriculum. The LC+ Personal Development Programme is delivered by class teachers, form tutors and outside speakers from professional related agencies. The biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Roles and responsibilities

The Governing Body

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the College.

The Vice Principal (Education) and Assistant Principals

The Vice Principal (Education) and Assistant Principals are responsible for managing requests to withdraw pupils from non-statutory/non-science components of RSE. See section on parents' right to withdraw.

Staff

The 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 their line manager.

Staff with specific responsibility for RSE

Overall College responsibility – Mrs Haynes (Vice Principal (Education))

Primary School responsibility - Mrs Pease (Head of Primary)

Coordinator of secondary phase PHSE and Careers- Mrs Drew

Deans in the secondary phase responsible for their Chapter

PSHE Subject Lead in the Primary Phase – Mrs Atkinson

LC+ Coordinator in the Primary Phase – Mr Stamper

Pupils

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

Parents' right to withdraw

Within the primary phase:

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

Parents/carers have the right to withdraw their children from the non-statutory/non-science 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 Mrs Pease (Head of Primary).

Alternative work will be given to pupils who are withdrawn from sex education. Parents/carers will be given the resources used in lessons and asked to cover the material in their own way and at a time they deem suitable.

For ease of reference, the topics where parents have a right to withdraw their children from are highlighted in yellow within Appendix 1.

Within the secondary phase

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.

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

A copy of withdrawal requests will be placed on the pupil's educational record. The Dean will discuss the request with parents and take appropriate action. After discussion, if the parents still want their child to be withdrawn, parents/carers will be given the resources used in lessons and asked to cover the material in their own way and at a time they deem suitable.

Onsite, alternative work will be given to pupils who are withdrawn from sex education.

For ease of reference, the topics where parents have a right to withdraw their children from are highlighted in yellow within Appendix 1.

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 Senior Leadership 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.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team and the Deans through the College's Monitoring, Evaluation and Review (MER) cycles.

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

This policy will be reviewed every two years by Mrs Haynes (Vice Principal). At every review, the policy will be approved by the Governing Body

Related Policies and Documents

Related Policies

CP02 Anti- bullying
PD07 Behaviour Management Policy
CP01 Child Protection
HS05 Drugs Education
EO02 Equal Opportunities
TL06a Special Educational Needs and Disabilities
TL01 Teaching and Learning
TL02 Curriculum

Guidance

Government guidance on RSE 2020.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RSE_Consultation.pdf

Appendix 1a Curriculum map Primary Phase

GUIDANCE TOPICS: 1. Families and people who care for me 2. Caring friendships 3. Respectful relationships 4. Online relationships 5. Being safe

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|--|
| Reception | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Belonging to a family • Making friends • Bullying <p>Changing me:</p> <ul style="list-style-type: none"> • Naming parts of the body • Keeping healthy • Growing from a baby to an adult • Moving to Year 1 | <p>1 a, c</p> <p>2 a, d, e</p> <p>3 c, f</p> | <p>Jigsaw Lessons</p> <p>PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|---------------------------------------|
| Year 1 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Identifying family and understanding differences in families • Making friends • Recognising appropriate physical contact • Self-esteem • Appreciating special relationships with family and friends <p>Changing me:</p> <ul style="list-style-type: none"> • Lifecycle of humans (baby to adult) • Identify parts of the body and name scientifically • Differences between boys' and girls' bodies. • Learning and growing • Coping with change | <p>1 a, b, c 2 a, b, c, e 3 b, d</p> <p>66, 67</p> | <p>Jigsaw Lessons PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|--|
| Year 2 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Identifying family and understanding differences in families. • Cooperation and belonging to a family. • Resolving conflict with friends • Trust and keeping secrets • Appreciating special relationships with family and friends <p>Changing me:</p> <ul style="list-style-type: none"> • Lifecycle of humans (baby to adult) • Identify parts of the body and name scientifically • Differences between boys' and girls' bodies. • Assertiveness when asking for help • Moving to Year 3 | <p>1 a, b, c, d, f 2 b, d, e 3 h 5 b, f 66, 67</p> | <p>Jigsaw Lessons PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|---|--|
| Year 3 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Belonging to a family: roles and responsibilities • Friendship skills • Online safety • Global citizenship <p>Changing me:</p> <ul style="list-style-type: none"> • Human life cycle (baby to adult) • How babies develop inside the womb • Differences between boys' and girls' bodies • Appreciating that some parts of our bodies are private • Family stereotypes • Moving to Year 4 | <p>1 b</p> <p>2 a, b, c, d</p> <p>3 a, b, g, h</p> <p>4 a, b, c, e</p> <p>5 c, d, h</p> <p>66, 67</p> | <p>Jigsaw Lessons</p> <p>PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|--|
| Year 4 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Jealousy and peer pressure in relationships • Love and loss (including remembering those special to us who have passed away) • Conflict resolution in friendships • Appreciating special relationships <p>Changing me:</p> <ul style="list-style-type: none"> • Uniqueness • Responsibilities of parenthood • Girls only – puberty and menstruation • The circle of change and taking action • Accepting change beyond our control • Moving to Year 5 | <p>1 e, f</p> <p>2 a, b, c, d, e</p> <p>3 d, h</p> <p>5 a, d, e, f, g, h</p> <p>67</p> | <p>Jigsaw Lessons</p> <p>PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|--|---|--|
| Year 5 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Self-esteem • Online safety • Relationships and technology <p>Changing me:</p> <ul style="list-style-type: none"> • Self-image and body image • Puberty for boys and girls • Conception • Looking ahead as I grow older | <p>3 c, d, e, f</p> <p>4 a, b, c, d, e</p> <p>5 a, b, d, e, f, g, h</p> <p>67</p> | <p>Jigsaw Lessons</p> <p>PowerPoints</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|--|
| Year 6 | Summer | <p>Relationships:</p> <ul style="list-style-type: none"> • Mental Health • Grief • Power and control in relationships • Online safety • Using technology responsibly <p>Changing me:</p> <ul style="list-style-type: none"> • Self-image and body image • Puberty for boys and girls • Conception to birth • Peer pressure and respect for others • Real self and ideal self – the influence of social media • Moving to Year 7 | <p>2 a, b, c, e</p> <p>3 a, b, d, e, f, h</p> <p>4 a, b, c, d, e</p> <p>5 a, b, c, d, e, f, g, h</p> <p>67</p> | <p>Jigsaw Lessons</p> <p>PowerPoints</p> |

Appendix 1b: Curriculum map Secondary Phase
 Relationships and sex education curriculum map

GUIDANCE TOPICS: 1. Families 2. Respectful relationships, including friendships 3. Online and media 4. Being safe 5. Intimate and sexual relationships, including sexual health

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|------------|---|------------------------------|---|
| Year 7 | Michaelmas | Antibullying: <ul style="list-style-type: none"> • Part of Antibullying Week • What does the word bullying mean to you? • Students look at bullying scenarios and how they would respond • Cyberbullying definition and discussion | 1 e, 3 a, c, d | Lessons PowerPoints NSI workbooks Antibullying Alliance In House assembly Guest speaker; Brook Advisory |
| | Summer | E-safety: <ul style="list-style-type: none"> • Assembly given by Assistant Principal responsible for safeguarding • The laws surrounding being online • How to stay safe and access support if needed Puberty (guest speaker): <ul style="list-style-type: none"> • Physical/psychological changes students will go through during puberty | 3 a, b, c, d, e, h 5c | |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|------------|---|--|---|
| Year 8 | Michaelmas | <p>Friendship</p> <ul style="list-style-type: none"> • Friends, frenemies and fakers; how to identify each type of friend • The value of friendships • What makes a good friend? • The difference between online and real-life friendships <p>Antibullying week</p> <ul style="list-style-type: none"> • Part of antibullying week • Focus on the theme for this year • Involves discussion on cyberbullying, emotional/physical bullying and psychological <p>Internet safety; Safer Internet Day</p> <ul style="list-style-type: none"> • Identify how and why some information online can be unreliable, • Evaluate the impact this can have on their own thoughts and feelings, and propose solutions for how they can both find and contribute trustworthy online content. | <p>2 a,b,d,e</p> <p>1 e</p> <p>3 a, c, d</p> <p>3 a, b, c, d, e, h</p> | <p>Lessons</p> <p>PowerPoints</p> <p>NSI workbooks</p> <p>Antibullying Alliance</p> <p>UK Safer Internet Centre</p> |

| | | | | |
|--|--------|--|-----|---|
| | Lent | Drugs and alcohol awareness <ul style="list-style-type: none"> • Different types of legal and illegal drugs are discussed • The effects these drugs can have; facts and figures • Reasons people use drugs • Age limits | 5 k | Lessons PowerPoints NSI workbooks Guest speaker; Brook Advisory |
| | Summer | Puberty Physical/psychological changes students will go through during puberty | 5c | |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|------------------------|---|
| Year 9 | Lent | Social media <ul style="list-style-type: none"> • The positives and negatives of social media • Digital footprint; how your media posts live on • How to be safe online | 3 a, b, c, d, h | Lessons PowerPoints NSI workbooks |
| | Summer | Healthy relationships (guest speaker) <ul style="list-style-type: none"> • Different types of relationship • Explanation of consent and the law | 1 a, g 2 a, b, f, h | Guest speaker; Brook Advisory |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|--|---|--|
| 10 | Autumn | <p>Antibullying week</p> <ul style="list-style-type: none"> • Lesson provided on the theme of Antibullying Week and in conjunction with the Antibullying Alliance <p>Drugs and alcohol</p> <ul style="list-style-type: none"> • Understanding the risks and harms associated with alcohol • Short- and long-term effects of drinking alcohol • Risky behaviour and effects on mental and physical health <p>E-safety: Update</p> <ul style="list-style-type: none"> • Assembly given by Assistant Principal responsible for safeguarding • The laws surrounding being online <p>British Values; Identity, prejudice and discrimination</p> <ul style="list-style-type: none"> • To be able to describe and explain different forms of identity • To be able to debate the causes of prejudice and discrimination and explain historical reactions • Discussion on stereotypes, prejudice based on the protected characteristics | <p>1 e 3 a, c, d</p> <p>5 k</p> <p>3 a, b, c, d, e, h</p> <p>2 c, d,</p> <p>1 b, c, f</p> | <p>Lessons PowerPoints NSI workbooks Antibullying Alliance Video's</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|--------|---|--|---|
| 10 | Autumn | <p>Marriage; The importance and purpose of marriage, including non-religious views (covered in Religious Studies lessons)</p> <ul style="list-style-type: none"> • What marriage is, including their legal status, legal rights and protections. • Importance of a committed, stable relationship for bringing up children • Roles and responsibilities of bringing up children • Civil Partnerships | | |
| 10 | Lent | <p>Pornography and sexting (guest speaker)</p> <ul style="list-style-type: none"> • The relationship between viewing pornography and abusive behaviour • Body image • What is sexting and the law surrounding it? <p>FGM/healthy relationships (guest speaker)</p> <ul style="list-style-type: none"> • Relationships; positive and negative • Abuse and the forms it can take • FGM; what is it? Where does it happen? Who does it affect? • The law surrounding FGM • The differences between arranged and forced marriage • The law surrounding forced marriage | <p>3 c, d, e, f, g, h 4 a, b 5 d, e,</p> <p>1 d 4 a, b</p> | <p>Lessons PowerPoints NSI workbooks Guest speaker; Brook Advisory Guest speaker; Savera UK</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|------------|---|--------------------------------|---|
| Year 11 | Lent | Sexual health (guest speaker) <ul style="list-style-type: none"> • Contraception choices • Sexual health; STI's • How overall health can be affected by choices made in sex and relationships • Pregnancy; options available • Miscarriage and support available | 5 b, c, f, g, h, i, j, l | Lessons PowerPoints NSI workbooks Guest speaker; Brook Advisory |
| Year 12 | Michaelmas | Sexual Health (guest speaker) <ul style="list-style-type: none"> • Age appropriate discussion on sexually transmitted diseases, contraception and where to access support Drugs and alcohol (guest speaker) <ul style="list-style-type: none"> • Talk from a recovering addict about their experience and the support they received | 5 a, d, e, f, i, j, 5 k | Lessons PowerPoints NSI workbooks Guest speaker; Brook Advisory Guest speaker; Amy Winehouse Foundation |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | GUIDANCE TOPICS | RESOURCES |
|------------|------------|--|---|---|
| Year 13 | Michaelmas | <p>Party safe</p> <ul style="list-style-type: none"> • Partying safe tips • Planning ahead • Risks associated with drinking <p>Drugs and alcohol (guest speaker)</p> <ul style="list-style-type: none"> • Talk from a recovering addict about their experience and the support they received <p>Sexual health and consent</p> <ul style="list-style-type: none"> • What is consent and the law around it • Facts and figures on sexual assault • Where to access support | <p>5 k</p> <p>5 k</p> <p>2 g, 5 a, d, l</p> | <p>Lessons</p> <p>PowerPoints</p> <p>NSI workbooks</p> <p>Guest speaker; Amy Winehouse Foundation</p> |

Appendix 2: For the Primary Phase 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"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

For the Secondary Phase

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

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| <p>1</p> <p>Families</p> | <ul style="list-style-type: none"> A. That there are different types of committed, stable relationships B. How these relationships might contribute to human happiness and their importance for bringing up children C. 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 D. Why marriage is an important relationship choice for many couples and why it must be freely entered into E. The characteristics and legal status of other types of long-term relationships F. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting G. 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 |
| <p>2</p> <p>Respectful relationships, including friendships</p> | <ul style="list-style-type: none"> A. 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 B. Practical steps they can take in a range of different contexts to improve or support respectful relationships C. 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) D. 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 E. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help F. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control G. What constitutes sexual harassment and sexual violence and why these are always unacceptable H. 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------------------|--|
| <p>3</p> <p>Online and media</p> | <ul style="list-style-type: none"> A. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online B. 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 C. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them D. What to do and where to get support to report material or manage issues online E. The impact of viewing harmful content F. 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 G. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail H. How information and data is generated, collected, shared and used online |
| <p>4</p> <p>Being safe</p> | <ul style="list-style-type: none"> A. 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 B. 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) |

| TOPIC | PUPILS SHOULD KNOW |
|-------|--|
| | <ul style="list-style-type: none"> A. 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. B. 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. C. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. D. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. E. that they have a choice to delay sex or to enjoy intimacy without sex. F. the facts about the full range of contraceptive choices, efficacy and options available. G. the facts around pregnancy including miscarriage. H. 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). I. 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. J. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. K. how the use of alcohol and drugs can lead to risky sexual behaviour. L. <ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |

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 | |
| | |