

Relationship and Sex Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 1st September 2020
Jane Wilson (Head Teacher)

Last reviewed on: 7th September 2018

Next review due by: 1st September 2021

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare 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

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014. RSE is now a compulsory statutory subject in all schools in England from September 2020.

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:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was approved by the Directors

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

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.

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.

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. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no 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). There is also an awareness of and sensitivity towards different religious and cultural beliefs and practices.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher 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 head teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils will be aware that RSE is now a mandatory subject and as such its delivery complies with the school's broader teaching and learning policies.

8. Parents' right to withdraw

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/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 the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher 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

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

As students often join the school in Key Stage 4 having had an interrupted experience of school, there is some repetition of themes and topics across Key Stages 3 and 4.

Key Stage 4 students work toward accreditation within the BTEC Level 2 in Personal Growth and Wellbeing at Subsidiary Award, Award or Certificate

Resources that will frequently be used include the following books / schemes of work: "Safe & Sound – 11-16 Sex and Relationships Education Pack" by Healthwise; "Sex Ed – Growing Up, Relationships And Sex" by Dr Miriam Stoppard; "4 Boys / 4 Girls – Talking With Young People About Sex & Relationships" published by the Family Planning Association (FPA); "Talking Together About Sex And Relationships" by Kerr-Edwards and Scott, published by the FPA; "Health For Life 2- The Health Education Authority's Primary School Project" pub' by Nelson; "Primary / Secondary Relationships Matter" resources on DVD pub' by the Lincs School Improvement Service; video clips for discussion from Truetube.com

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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Key Stage 3	Autumn 1	<p>Friendships and Families: the nature of friendships, what makes a positive friendship, how to cope when friendships breakdown, consider what a family is, understand how the values of our family shape us, attitudes to marriage and other partnerships, how a multicultural Britain has changed marriage.</p> <p>Science curriculum: The scientific naming of body parts and the physical changes that occur during puberty. The facts around pregnancy from fertilisation to foetus development, as well as the menstrual cycle.</p> <p>Computing Curriculum: Rights, responsibilities and opportunities online, online risks, including the consequences of material and the difficulty of removing potentially compromising material placed online. The dangers of</p>	<p>“Friendship In Adolescence” DVD by Boulton-Hawker ed films</p> <p>Books – “King and King” by L De Haan; “And Tango Makes Three” by Richardson and Parnell</p> <p>“His & Hers – Gender and Sexuality” DVD by Boulton-Hawker ed films</p> <p>“Human Reproduction And Childbirth” DVD by Boulton-Hawker ed films</p> <p>“Life Before Life” DVD – A film by N Tavernier</p> <p>Books – “Let’s Talk About Where Babies Come From” – Walker Books; Usborne Facts Of Life – “Growing Up”; “How Did I Begin? / How Did I Grow?” by Manning & Granstrom; “Puberty and Growing Up” pub’ by Franklin Watts; Channel 4 Resource Book - "Living And Growing" Unit 3</p> <p>Various PPT presentations</p> <p>“Girls Gurls Gurrllzzz!!” magazine – Gloucestershire Public Health Network</p> <p>“4 Boys” / “4 Girls” magazines – FPA</p> <p>www.bodytalk.org.au</p> <p>“Self Esteem & Identity In The Digital Age” DVD by Boulton-Hawker ed films</p> <p>Truetube video clips</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		being groomed online and what to do and where to get support to report material or manage issues online.	Childnet / Childline / NSPCC resources
Key Stage 3	Autumn 2	<p>Cyber bullying: discuss what cyberbullying is, distinguish the different ways cyberbullying takes place, identify ways to manage cyberbullying</p> <p>Forced Marriage and Honour based violence: define forced marriage and honour based violence (HBV). Be clear on the difference between a forced marriage and marriage by choice e.g. arranged marriage. Understand the reasons why forced marriage takes place and the potential consequences of forced marriage.</p> <p>Relationships and friendships: To understand how relationships change over time and definitions of positive qualities in a relationship</p> <p>Puberty and reproduction: Understand the emotional and physical changes that take place at puberty (please note this includes social and emotional changes not covered in the science curriculum). Understand that puberty can be a difficult time and to be aware of places which offer advice information and support. Understand what the process of human reproduction and how puberty changes are linked to reproduction</p>	<p>www.saferinternet.org.uk www.nationalbullyinghelpline.co.uk www.childnet.com</p> <p>Lesson plans and resources from www.freedoomcharity.org.uk Truetube video clips</p> <p>See general resources listed above</p> <p>“Exploring Healthy Relationships” DVD by Boulton-Hawker ed films</p> <p>As in Term 1</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage 3	Spring 1	<p>Bullying: develop a definition of bullying and consider what this involves, consider reasons why someone may bully another person and what they would consider to be a stereotypical bully, understand the different forms of bullying and their effects on the individual involved, discuss and develop an opinion about the best way to tackle bullying.</p> <p>Teens’ Mental and Emotional Health: Coping strategies for dealing with stress, anxiety, anger and sadness and recognition of the impact of hormonal changes; learning the importance of good emotional health, recognising the warning signs of emotional overload and practising stress reduction and coping skills.</p> <p>Computing Curriculum: The legal consequences of sharing and viewing indecent images of children (including those created by children) and how information and data is generated, collected, shared and used online.</p>	<p>Resources from Twinkl.co.uk www.nationalbullyinghelpline.co.uk www.childnet.com</p> <p>“Am I Normal? – Teens and Emotional Health” DVD by Boulton-Hawker ed films Truetube video clips See general resources listed above</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage 3	Spring 2	<p>Media v Reality: Consider how the media can have a negative effect on self-esteem and how images in the media are manipulated</p> <p>Appropriate relationships: Discuss reasons for being in a relationship and what qualities to look for in a relationship</p> <p>Sexuality and Sexual Identity: Gain an understanding of the range of sexual orientations and to consider the impact of homophobic bullying. Understanding the complexity of gender, personal identity and sexual orientation and making informed, responsible choices / where to go for support and advice.</p> <p>Relationships: Discuss the concept of ‘consent’ and the laws that surround sexual activity. Discuss reasons to wait before having sexual intercourse. Consider the different ways in which relationships can develop and how people of different ages show commitment</p>	<p>Dove Self Esteem Workshop and associated resources</p> <p>Truetube video clips</p> <p>See general teaching resources listed above</p> <p>DVDS by Stonewall – “FIT” and “Spell It Out” “Sexual Identity” - DVD by Boulton-Hawker ed films www.thesafezoneproject.com BBC teaching resources www.tolerance.org/topics/gender-sexual-identity</p> <p>Thames Valley Police animation – Consent Is Like A Cup Of Tea. “Let’s Leave It Til Later” – Delay Training Programme resources “Relationships Matter” DVD resources “Making Your Mind Up” DVD by Notts County Council</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage 3	Summer 1	<p>Assertiveness: understand how to communicate assertively and to discuss the ideal</p> <p>Understanding Good v Bad Touches and Respecting Personal Space / Protecting Themselves</p> <p>Sexual Health: discuss different types of contraception, where they can be accessed and their advantages and disadvantages, including how to use a condom. The laws on sexual consent and are made clear, as well as, the message of abstinence as the only 100% effective way to avoid pregnancy and STI. Students develop explore their own beliefs and attitudes towards sex and explore positive and negative reasons to have sex. Explore the range of Sexually Transmitted Infections, including the signs and symptoms, testing and treatment options</p> <p>Female Genital Mutilation (FGM): what FGM is, what the law says, reasons given for carrying out FGM and reasons against it being performed</p> <p>Pregnancy options: exploring the options of bringing up a child, abortion and adoption, considering the advantages and disadvantages of each, including the laws on abortion. This includes the context of individual, family and cultural values</p>	<p>“How To Say No And Really Mean It”- DVD by Boulton-Hawker ed films</p> <p>PPT</p> <p>Truetube and other general teaching resources listed above</p> <p>NSPCC Pants programme etc</p> <p>Delay Training Programme resources www.brook.org.uk</p> <p>NSPCC online resources and lesson plans</p> <p>FPA online resources</p> <p>Info about the C-Card Scheme</p> <p>PPTs</p> <p>Truetube online video clips</p> <p>Islington Council lesson plan for KS3 on www.gov.uk</p> <p>See general teaching resources listed above</p> <p>BBC “Underage and Pregnant” resource pack</p> <p>“Making Your Mind Up” DVD – Notts Co Council</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage 3	Summer 2	<p>The media: explore sexualisation and the negative impact of the media on positive and healthy sexual relationships</p> <p>Sexting: discussing what sexting is, what the law says, what the consequences might be.</p>	<p>“Fantasy v Reality – A Sex and Relationships Education Resource For KSs 3 and 4” – Brighton & Hove City Council / NHS</p> <p>Truetube video clips</p> <p>“The Dangers Of Sexting – What Teens Need To Know” - DVD by Boulton-Hawker ed films</p>
Year 10	Autumn 1	<p>What is sex? Explore definitions of sexual activity, debate the rights and wrongs of having sex at a young age. Sex as part of a loving and adult relationship</p> <p>Science GCSE curriculum: The facts about reproductive health, including fertility, hormones and the potential impact of lifestyle on fertility for men and women, as well as, methods of contraception</p> <p><i>BTEC Level 2 in Personal Growth and Wellbeing</i></p> <ul style="list-style-type: none"> • 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 • 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 	<p>“What Is Love? What Is Sex?” - DVD by Boulton-Hawker ed films</p> <p>Book – “Let’s Discuss - Sex And Sexuality” pub’ by Watts</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 2	<p>Child sexual exploitation: exploring healthy and unhealthy relationships, acceptable and unacceptable behaviours</p> <p><i>BTEC Level 2 in Personal Growth and Wellbeing</i></p> <ul style="list-style-type: none"> • 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 	<p>Resources from Barnados and The Children’s Society charities online</p> <p>Resources on www.tes.com</p> <p>Project Phoenix “It’s Not OK” resources</p> <p>See general teaching resources listed above</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 1	<p data-bbox="591 268 1167 300"><i>BTEC Level 2 in Personal Growth and Wellbeing</i></p> <ul data-bbox="640 316 1514 1062" style="list-style-type: none"> <li data-bbox="640 316 1514 456">• 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 data-bbox="640 472 1514 576">• 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 data-bbox="640 592 1514 655">• Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women <li data-bbox="640 671 1514 775">• There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others <li data-bbox="640 791 1514 823">• There is a choice to delay sex or to enjoy intimacy without sex <li data-bbox="640 839 1514 903">• Facts about the full range of contraceptive choices, efficacy and options available <li data-bbox="640 919 1514 951">• Facts around pregnancy including miscarriage <li data-bbox="640 967 1514 1062">• 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) 	As those listed above

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	<p data-bbox="591 268 1167 300"><i>BTEC Level 2 in Personal Growth and Wellbeing</i></p> <ul data-bbox="640 316 1518 938" style="list-style-type: none"> <li data-bbox="640 316 1518 459">• 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 data-bbox="640 475 1518 539">• The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment <li data-bbox="640 555 1518 587">• How the use of alcohol and drugs can lead to risky sexual behaviour <li data-bbox="640 603 1518 667">• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment <li data-bbox="640 683 1518 826">• Concepts 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 data-bbox="640 842 1518 938">• 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) 	<p data-bbox="1552 268 1809 300">As those listed above</p> <p data-bbox="1552 316 2000 379">The Terence Higgins Trust HIV & AIDS learning pack</p>

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

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

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>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>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>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>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of 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	