



Meadow Park  
Patience, Guidance and Determination

# Relationship, Sex and Health Education (RSHE) Policy

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## 1. Introduction

The law (Education Act 1996) states that 'All schools must provide an up-to-date policy that describes the content and organisation of the RSHE provided outside the National Curriculum.' Our school takes this responsibility to provide relevant, effective, and responsible RSHE to all of our pupils as part of the school's Personal Development Programme (which incorporates PD, PSHE, RSHE, SMSC, Character Education and Cultural Capital) very seriously.

The school wants parents and carers and pupils to feel assured that relationships, sex and health education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the relationships, sex and health education provision.

**It is lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.**

Sex and Relationship Education Guidance, DfES  
(now Department for Education / DfE) 2000

The law (Learning and Skills Act, 2000) states that, 'Pupils should learn about the nature and importance of marriage for family life and the bringing up of children'. In 2000, the DfE Sex and Relationship Education Guidance added 'and stable relationships'. Leaving aside political and faith-based agendas, the key point here is that the guidance recognises the importance of stable relationships.

In June 2019, the Department for Education published statutory guidance for Health Education, Relationships Education and RSHE. It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Key aspects of RSHE are:

- **Physical development** – How our reproductive systems work.
- **Emotional development** – Our feelings and how they might change as we grow older; we consider how to manage feelings including resilience.
- **Social aspects** – The positive and negative influences from friends including how to work positively with others.
- **Healthy relationships** – The different types of relationships we experience, such as those with parents and carers, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships.

Some aspects of RSHE are taught in science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE) and Personal Development (PD) programmes.

## 2. Relationships, Sex and Health Education at Meadow Park School

**RSHE gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline.**

Sex and relationships education (RSHE) for the 21st century: Supplementary advice to the Sex and Relationship Education Guidance, Sex Education Forum, 2014

High quality RSHE helps create a safe school community in which our pupils can grow, learn, and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- Pupils have a right to quality education. (As set out in the United Nations Convention on the Rights of the Child).
- Pupils want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSHE was 'too little, too late and too biological.' (Ofsted reinforced this in their 2013 Not Yet Good Enough report).
- RSHE plays a vital part in meeting our safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables Pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote pupils' wellbeing and under the Education Act (1996) to prepare pupils for the challenges, opportunities, and responsibilities of adult life.
- A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all pupils to receive high quality RSHE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

The National Curriculum RSHE plays an important part in fulfilling the statutory duties the schools must meet.

**Every state-funded school must offer a curriculum which is balanced and broadly based and which:**

- **Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.**
- **Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.**

Section 2.1, National Curriculum in England (DfE, 2013)

As a maintained Pupil Referral Unit with both primary and secondary provision we must provide relationships and health education to all pupils as per the Children and Social work act 2017. Sex education is only provided to secondary pupils, we are not required to provide sex education to primary pupils, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Meadow Park School we teach RSHE as set out in this policy.

### **3. School aims**

Meadow Park School's overall aims of RSHE are to teach and develop the following three main elements:

#### **Attitudes and values:**

- To learn the importance of values and individual conscience and moral considerations.
- To learn the value of family life and stable and loving relationships for the nurture of children.
- To learn the value of respect, love, and care.
- To explore, consider and understand moral dilemmas.
- To develop critical thinking as part of decision-making.
- To develop resilience and positive attitudes.

#### **Personal and social skills:**

- To learn to manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To learn to make choices based on an understanding of difference and with an absence of prejudice.
- To develop an appreciation of the consequences of choices made.
- To manage conflict and challenges appropriately.
- To learn how to identify, recognise and avoid exploitation and abuse.

#### **Knowledge and understanding:**

- To learn and understand physical development at appropriate stages.
- To understand human sexuality (only some aspects for primary), reproduction, sexual health (secondary only), emotions, and relationships.
- To be aware of contraception (secondary only).
- To learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy (secondary only).

#### **In addition to this, we also aim to:**

- Raise pupil's self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

- Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds, and values of those around them.
- Support pupils in developing the skills needed to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies.
- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age-appropriate manner.
- Teach lessons that are sensitive to a range of views, values, and beliefs.
- Ensure that staff teaching RSHE remain neutral in their delivery whilst ensuring that pupils always have access to the learning, they need to stay safe, healthy and understand their rights as individuals.

### **The school's RSHE programme will:**

- Be a predominant focus within the Personal Development Programme throughout school.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people, including those with additional learning and language needs.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge, and openness.
- Recognise that family is a broad concept; not just one model such as that of a nuclear family.
- Encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- Ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Recognise that parents and carers are the key people in teaching their children about relationships, sex, growing up.
- Work in partnership with parents and carers and pupils, consulting them about the content of RSHE learning.
- Work in partnership with other health professionals and the wider community.

RSHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

## **4. 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 and have considered our pupils' age, needs and feelings. If pupils ask questions

outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

## **5. Delivery**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and may arise within other lessons. Primary pupils will access at least 1 PSHE lesson per week. Secondary pupils will access 2 PSHE lessons per week and will be offered additional 'drop in' support from trained health professionals.

Relationships education in primary 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

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

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

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

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

## **6. Key rights and responsibilities for Relationships, Sex and Health education**

The policy applies to:

- All school staff
- Pupils
- Parents and carers
- The governing body

<b>Responsibilities</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>• Co-ordinating RSHE provision, ensuring a spiral curriculum, policy development and review, including consultation.</li> <li>• Accessing and coordinating training and support for staff.</li> <li>• Establishing and maintaining links with external agencies/other health professionals.</li> <li>• Establishing and maintaining links with parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Head of School</li> <li>• Lead Teacher for Personal Development</li> </ul>
<ul style="list-style-type: none"> <li>• Governor responsible for RSHE.</li> </ul>	<ul style="list-style-type: none"> <li>• Link Governor for RSHE</li> </ul>
<ul style="list-style-type: none"> <li>• Implementation of the policy; monitoring and assessing its effectiveness in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<ul style="list-style-type: none"> <li>• Managing child protection/safeguarding issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead</li> </ul>

All staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding.
- Report back to the Personal Development Lead on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- Attend and engage in professional development training around relationships, sex and health education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Tailor their lessons to suit all pupils in their class, across the full range of abilities, faiths, beliefs, and cultures, including those pupils with special educational needs, asking for support in this should they need it.

Staff do not have the right to opt out of teaching RSHE however it is important that they feel comfortable to take RSHE classes. We will make available regular professional development training in how to deliver relationships, sex and health education.

The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified, and met through the following ways:



- Training and support is organised by the leadership team and the Lead Teacher for Personal Development.
- Staff will be offered generic RSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially challenging questions.
- Support and resources from the School NuRSHE will be requested if needed.

Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Lead members of staff responsible for Personal Development (which includes PD, PSHE, RSHE, SMSC, Character Education and Cultural Capital) will:

- Develop this school policy and ensure it is reviewed annually.
- Ensure all members of the governing body will be offered appropriate RSHE training.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with resources, local support, policy changes, and are familiar with school policy and guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent and carer involvement in the development of the RSHE curriculum.
- Ensure that staff's personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents and carers, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, considered, and acted on as is appropriate.
- Ensure that provision of RSHE at home is complementary to the provision the school provides and communicate to parents and carers any additional support available where necessary or requested.

All pupils:

- Are expected to attend the statutory National Curriculum Science elements of the RSHE curriculum.

- Should support one another with issues that arise through RSHE.
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class.
- Will be encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSHE or otherwise.
- Will be asked for feedback on the school's RSHE provision. Opinions on provision and comments will be reviewed by the lead member of staff for RSHE and taken into consideration when the curriculum is prepared for the following year's pupils.

**The law states that, 'children and young people have the right to be heard and express their opinions.'**

Human Rights Act 1998

Asking pupils for their views on RSHE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children at whom it is aimed. Findings from consulting pupils are also a powerful tool for communicating the needs of children to parents and carers, school staff and governors.

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to relationships, sex and health education.

We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

For parents and carers the school will:

- Keep parents and carers informed about all aspects of the RSHE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy.
- Provide access to resources and information being used in class and do everything to ensure that parents and carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact leadership team or the Lead Teacher for Personal Development.
- Expect parents and carers to share the responsibility of RSHE and support their children's personal, social, and emotional development.
- Encourage parents and carers to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through RSHE.
- Encourage parents and carers to seek additional support in this from the school where they feel it is needed.

## **7. Inclusion, equality, and diversity**

All pupils, whatever their experience, background, and identity, are entitled to quality RSHE that helps them build confidence and a positive sense of self, and to stay healthy.

All classes will be sensitive to and considerate of:

- Religious and cultural diversity
- Differing needs of boys and girls
- DiveRSHE sexuality of children and young people
- Homophobic/transphobic bullying and behaviour
- Children's age and physical and emotional maturity
- Pupils who are new to English

To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each pupil to feel valued and included in the classroom.

RSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. Our policy values the diverse backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

RSHE should help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that the vast majority of children can access the information; we recognise that some aspects of RSHE will not be accessible for individuals with significant learning needs.

## **8. Safeguarding and child protection:**

RSHE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to:

- Say no
- Respect their own body
- Speak out and know that someone can help

If the school has any reason to believe a pupil is at risk, and/or there are any disclosures of abuse, all staff are aware of safeguarding procedures which will be immediately followed.

Our use of the correct anatomical terms for body parts helps to ensure that pupils are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

## **9. Confidentiality and informing parents and carers**

School staff cannot promise absolute confidentiality if approached by a pupil for help and this will be made clear. Child protection procedures will be followed when there are any disclosures about abuse. It is rare for a pupil to request absolute confidentiality and, if they do, staff will make careful judgement about whether a third party needs to be informed. This should be based on:

- The seriousness of the situation and the degree of harm the pupil may be experiencing
- The pupil's age, maturity, and competence to make their own decisions

Unless clearly inappropriate, pupils should be encouraged to talk to their parent or carer.

## **10. Concerns and withdrawal of pupils**

**Parents have a right to withdraw their children from any RSHE that is provided outside the Statutory Science, but schools must inform them of the effect such a decision might have on the child.**

Education Act 1996 and Learning and Skills Act 2000

RSHE is a vital part of the school curriculum, and we strongly advise parents and carers to carefully consider their decision before withdrawing their child from this aspect of school life. Parents and carers do not have the right to withdraw their children from relationships education.

Parents and carers however, do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns sixteen. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

We will work in active partnership with parents and carers, value their views and keep them informed about our provision. Should they have any concerns we will take time to address them.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher and Lead Teacher for Personal Development will meet with any parent or carer to discuss the request and take appropriate action including arranging alternative work.

## Appendix 1: Relationships, Sex and Health Education curriculum map

### Primary curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Recognising privacy</li> <li>• Staying safe</li> <li>• Seeking permission</li> </ul>
Year 2	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Growing older</li> <li>• Naming body parts</li> </ul>
		Safe Relationships: <ul style="list-style-type: none"> <li>• Managing secrets</li> <li>• Resisting pressure and getting help</li> <li>• Recognising hurtful behaviour</li> </ul>
Year 3	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Personal boundaries</li> <li>• Safely responding to others</li> <li>• The impact of hurtful behaviour</li> </ul>
Year 4	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• External genitalia</li> <li>• Personal hygiene routines</li> <li>• Support with puberty</li> </ul>
	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Responding to hurtful behaviour</li> <li>• Managing confidentiality</li> <li>• Recognising risks online</li> </ul>
Year 5	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Recognising individuality and different qualities</li> </ul>
	Spring	Safe Relationships: <ul style="list-style-type: none"> <li>• Physical contact and feeling safe</li> </ul>
Year 6	Autumn	Growing and Changing: <ul style="list-style-type: none"> <li>• Human reproduction and birth</li> </ul>
	Spring	Families and friendships: <ul style="list-style-type: none"> <li>• Attraction to others</li> <li>• Romantic relationships</li> <li>• Civil partnership and marriage</li> </ul>
		Safe Relationships: <ul style="list-style-type: none"> <li>• Recognising and managing pressure</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<ul style="list-style-type: none"> <li>• Consent in different situations</li> </ul>

## Secondary curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn	Health & Wellbeing: <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Unwanted contact</li> <li>• FGM</li> </ul>
		Building relationships: <ul style="list-style-type: none"> <li>• Self-worth</li> <li>• Romance and friendships (including online)</li> <li>• Relationship boundaries</li> </ul>
Year 8	Spring	Discrimination: <ul style="list-style-type: none"> <li>• Sexism</li> <li>• Homophobia, biphobia, and transphobia</li> </ul>
		Identity and relationships: <ul style="list-style-type: none"> <li>• Gender identity</li> <li>• Sexual orientation</li> <li>• Consent</li> <li>• Sexting</li> <li>• An introduction to contraception</li> </ul>
Year 9	Autumn	Peer influence, substance abuse and gangs: <ul style="list-style-type: none"> <li>• Healthy and unhealthy friendships</li> </ul>
	Spring	Respectful relationships: <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Healthy relationships</li> <li>• Conflict resolution</li> <li>• Relationship changes</li> </ul>
		Intimate relationships: <ul style="list-style-type: none"> <li>• Relationships, sex and health education including:               <ul style="list-style-type: none"> <li>○ Consent</li> <li>○ Contraception</li> <li>○ The risks of STIs</li> <li>○ Attitudes to pornography</li> </ul> </li> </ul>
Year 10	Spring	Healthy relationships: <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Sex expectations</li> <li>• Myths</li> <li>• Pleasure</li> <li>• Challenges</li> <li>• The impact of the media and pornography</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Spring	<p>Communication in relationships:</p> <ul style="list-style-type: none"> <li>• Personal values</li> <li>• Assertive communication (including in relation to contraception and sexual health)</li> <li>• Relationship challenges</li> <li>• Abuse</li> </ul>

## Appendix 2: What pupils should know

### What pupils should know by the end of Primary

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security, and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of several types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have difficulties, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<p>situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About several types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers, and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>



TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

## What pupils should know by the end of Secondary

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 and carers 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<p>show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> <li>• About diverse 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>
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>
Intimate and sexual	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include</li> </ul>

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relationships, including sexual health	<p data-bbox="454 203 1366 277">mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship</p> <ul data-bbox="411 286 1434 1440" style="list-style-type: none"> <li data-bbox="411 286 1434 439">• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing</li> <li data-bbox="411 445 1434 519">• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li data-bbox="411 526 1434 636">• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressuring others</li> <li data-bbox="411 642 1434 716">• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li data-bbox="411 723 1434 797">• The facts about the full range of contraceptive choices, efficacy, and options available</li> <li data-bbox="411 804 1434 842">• The facts around pregnancy including miscarriage</li> <li data-bbox="411 848 1434 1001">• 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 data-bbox="411 1008 1434 1160">• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li data-bbox="411 1167 1434 1240">• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li data-bbox="411 1247 1434 1321">• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li data-bbox="411 1328 1434 1440">• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix 3: Parent and carer form: withdrawal from sex education within RSHE**

<b>TO BE COMPLETED BY PARENT OR CARER</b>			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent/carer signature			

<b>TO BE COMPLETED BY SCHOOL</b>	
Agreed actions from discussion with parent/carer	