



# Hillcrest School Cramlington

## PSHE with Relationships and Sex Education Policy



Approved by: SLT and  
Governors

Date: Summer Term 2022

Last reviewed on:  
Summer Term 2022

Next review due by:  
Summer Term 2023



## Contents

1. Aims .....	3
2. Statutory requirements.....	3
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	4
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
8. Parents'/Carers' right to withdraw .....	6
9. Training .....	6
10. Monitoring arrangements .....	6
Appendix 1: Curriculum map and RSE/PSHE overview .....	7
Appendix 2: By the end of Key Stage 1 & 2 pupils should know .....	11
Appendix 2: By the end of Key Stage 3 & 4 pupils should know .....	14
Appendix 3: Parent form: withdrawal from sex education within RSE .....	17



## 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
- Support pupils in safeguarding themselves online and in the community-understanding their choices

## 2. Statutory requirements

As a maintained special school, we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

This policy is written in line with the new statutory [guidance](#) Relationships education, relationships and sex education (RSE) and health education 2019, statutory 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:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff & Governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer stakeholder consultation – parents and any interested parties were sent a copy of the policy and sent comments by email in response to the draft RSE policy and as part of a survey
4. Pupil consultation – we set up a quiz to find out what pupils want exactly from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

Although we are a secondary specialist school, we are very aware that many of our students may not have received, or been able to access, previous learning from the primary curriculum. As such our curriculum will aim to close gaps whilst delivering the age-appropriate content.

For more information about our curriculum, see our PSHE overview (page 4) where our RSE curriculum will be blended into the relevant themes and topics, and where there will be repeated coverage throughout the year, ensuring pupils have access to each section more than once.

## 6. Delivery of RSE

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

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

- Families and people who care for me
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information, see the following table. Further information about our RSE curriculum can be found in Appendices 1 and 2.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>
<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
<b>Changing and Growing</b>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Positive/unhealthy relationships</li> <li>3. Friendships</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
<b>Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
<b>The World I Live In</b>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>	<ol style="list-style-type: none"> <li>1. Human diversity</li> <li>2. Rights and responsibilities</li> <li>3. Managing online information</li> <li>4. Taking care of the environment</li> <li>5. Preparing for adulthood</li> <li>6. Managing finances</li> </ol>



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

## 7. Roles and responsibilities

### 7.1 The Governing Board

The governing board will hold the head teacher to account for the implementation of this policy.

### 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.

All teachers are expected to teach RSE and this can be supplemented further with bespoke curriculums from the intervention team.

### 7.4 Pupils

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

### 7.5 Specific issues including vulnerable groups

- **Language:** use medically correct terms, avoid using slang words but teach pupils that some words can be offensive, use inclusive terms such as partner (not boyfriend and girlfriend), use respectful language that challenges sexism, homophobia and other prejudice.
- **Safeguarding:** All staff have a responsibility to safeguard pupils and follow school policy when reporting any safeguarding concerns. Disclosures may occur from RSE and staff must follow school policy and procedures. SRE helps pupils to understand the difference between abusive relationships and safe relationships, providing them with the knowledge and skills to seek help if they need it.

**Links:** Keeping Children Safe in Education (KCSiE), Safeguarding policy and Education and Inspections Act 2006, Section 38.

- **Confidentiality:** Pupils need access to a safe and secure session.



## 8. Parents'/Carers' right to withdraw

Parents/carers 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 see what further information is required and what support or alternative could be put in place.

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

## 9. Training

Further training will be sought on the effective delivery of RSE as part of our continuing professional development calendar.

The head teacher 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 SLT through:

Medium term plans, class tracker highlighting coverage, learning walks and book scrutiny.

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

This policy will be reviewed by SLT. At every review, the policy will be approved by the governing board.



## Appendix 1: Curriculum map and RSE/PSHE overview

### Coverage

**KS3:** Coverage will incorporate elements of KS1 and KS2 topic areas, so any gaps in understanding are supported and re-visited for deeper understanding. Overlearning will occur due to the needs and abilities of our pupils.

**KS4 and Bridge:** Coverage needs to include all KS3 and KS4 topic areas to allow pupils to be prepared for their next steps in life.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal strengths</li> <li>2. Skills for learning</li> <li>3. Prejudice and discrimination</li> <li>4. Managing pressure</li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<ol style="list-style-type: none"> <li>1. Feeling unwell</li> <li>2. Feeling frightened/worried</li> <li>3. Accidents and risk</li> <li>4. Keeping safe online</li> <li>5. Emergency situations</li> <li>6. Public and private</li> <li>7. Gambling</li> </ol>
<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
<b>Changing and Growing</b>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Positive/unhealthy relationships</li> <li>3. Friendships</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
<b>Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
<b>The World I Live In</b>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>	<ol style="list-style-type: none"> <li>1. Human diversity</li> <li>2. Rights and responsibilities</li> <li>3. Managing online information</li> <li>4. Taking care of the environment</li> <li>5. Preparing for adulthood</li> <li>6. Managing finances</li> </ol>



### **Delivery Expectations**

<p><b>Two timetabled RSE/PSHE lessons per week:</b> This provides a greater offer to allow pupils the chance to overlearn and understand all elements.</p>
<p><b>Science:</b> coverage of self-care including hygiene, exercise, healthy eating and impact of drugs. Biology including how humans develop from birth to old age, reproduction and the menstrual cycle.</p>
<p><b>Access to class Thrive:</b> The separation and sexuality strand, which is used in KS4 links to risk, informed choices, being an individual and being independent. Lower strands build up to support this overall development.</p>
<p><b>Personalised visual files:</b> Resources, visuals and social stories to support individual needs. Potential link to key areas in RSE i.e., social skills, being independent, kindness etc. This is in response to raised issues, individual needs etc.</p>
<p><b>Additional RSE school focus days:</b> These will be school led and dependent on the need to focus on specific key areas.</p>
<p><b>Further RSE focus days/months:</b> These are linked to nationwide days and include (this list is not exhaustive): black history month, world mental health day, Remembrance Day, religious celebration days, anti-bullying week, children's mental health week, safer internet day and LGBTQ+ month etc.</p>
<p><b>ELSA:</b> tailored intervention supports developing managing feelings, social skills, friendships, self-esteem, thinking skills and social skills. This supports key RSE/PSHE themes.</p>
<p><b>ICT:</b> The last lesson of every half term will focus on e-safety.</p>
<p><b>Cross-curricular:</b> access to diverse texts through the school library service and school library, exploring different cultures in Geography, British values and diversity through History.</p>

### **Resources to Support Delivery**

<p><b>PSHE Association website:</b> <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (All teachers are members)</p>
<p><b>Northumberland RSE Padlet:</b> <a href="https://northumberlandeducation.co.uk/pshe/">https://northumberlandeducation.co.uk/pshe/</a></p>
<p><b>Department for Education resource suggestions:</b>  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education</a></p>
<p><b>RSE box:</b> to support the teaching of sex education.</p>
<p><b>School nursing team:</b> Northumberland contact available.</p>
<p><b>Debrief process:</b> planned next steps, intervention team and further support for individuals.</p>
<p><b>CPOMs:</b> to highlight any safeguarding issues and individual needs.</p>
<p><b>Further websites and resources include:</b> ASDAN, Thrive, ELSA, Twinkl, Bitesize, NSPCC, BBC Teach, BoardMaker and resources on staff shared area etc.</p>
<p><b>Staff:</b> School mental health lead and learning mentors.</p>
<p><b>Recent CPD:</b> Safeguarding, e-safety, PACE and ELSA. More to be arranged.</p>
<p><b>Staff briefing:</b> Safeguarding focus in whole staff briefing at the start of every week.</p>
<p><b>Continuous consultation with homes:</b> Minimum of weekly contact with homes means any issues can be supported, where strategies can be put in place at school and at home i.e., social stories, advice and visuals. Signposting to supporting services and continuous consultation with home for next steps.</p>
<p><b>Pupil voice:</b> acting on questions, discussions and needs.</p>
<p><b>News:</b> discussions and circle times on topical information and arising news stories.</p>



### **Evidence of Progress & Assessment**

RSE/PSHE books	Personalised visuals files with social stories, talking mats and further visuals
Zones of regulation	Class assessment tracker
Teacher medium term planning overviews	Pupil voice
ClassCharts	Intervention team evidence
ELSA data	Thrive data
Social thinking lessons	Thrive case studies

### **Supporting Key Areas**

**School wide responses: see further policies including safeguarding policy.** With our learners, understanding is key to tackling any issues, with a personalised response to ensure they are fully aware of impact. This can include a restorative approach and circle time, within whole class settings.

<b><u>Issue(s)/ Potential Issue(s)</u></b>	<b><u>What we can do:</u></b>
Child on child abuse	<ul style="list-style-type: none"> <li>Preventative curriculum programme, with coverage including: prejudice and discrimination, self-esteem and unkind comments, expectations of relationships and abuse, positive/unhealthy relationships, friendships, long term relationships, right and responsibilities.</li> <li>CPOMs and planned key interventions (social stories, visuals, one to one work).</li> <li>Anti-bullying week and coverage across the year.</li> <li>Debrief process</li> <li>Bespoke plan to support learner in being successful, with SLT or the intervention team.</li> <li>Consistent whole staff team approach, using the term 'school language.'</li> <li>Access to Kooth and CEOP.</li> </ul>
Homophobia	<ul style="list-style-type: none"> <li>RSE coverage: prejudice and discrimination, romantic feelings and sexual attraction, intimate relationships, long term relationships and parenthood, human diversity, rights and responsibilities.</li> <li>LGBTQ+ history month.</li> <li>Cross curriculum links: study of key people, suggested reading books, history of LGBTQ+ etc.</li> <li>CPOMs and planned key interventions (social stories, visuals, one to one work).</li> <li>Anti-bullying week and coverage across the year.</li> <li>Tackle language in class and in one-to-one sessions.</li> <li>Consistent whole staff team approach to any homophobic language, using the term 'school language.'</li> <li>ELSA interventions.</li> <li>Hillcrest expects and ClassCharts.</li> <li>Access to Kooth and CEOP.</li> </ul>
Racism	<ul style="list-style-type: none"> <li>RSE coverage: prejudice and discrimination, self-esteem and unkind comments, expectations of relationships and abuse, positive/unhealthy relationships, friendships, long term relationships, right and responsibilities.</li> <li>Link to reading, ensuring text cover racism themes.</li> <li>Black history month.</li> <li>Cross curricular coverage, linked to history.</li> <li>Discuss news coverage and scenarios.</li> <li>Consistent whole staff team approach to any racist language, using the term school language.'</li> </ul>



	<ul style="list-style-type: none"> <li>• ELSA interventions.</li> <li>• Hillcrest expects and ClassCharts.</li> <li>• Access to Kooth and CEOP.</li> </ul>
Sexual harassment and consent	<ul style="list-style-type: none"> <li>• RSE coverage: positive/unhealthy relationships, prejudice and discrimination, feeling frightened/worried, self-esteem and unkind comments, strong feelings, romantic feelings and sexual attraction, expectations of relationships/abuse, intimate relationships, long term relationships and rights and responsibilities.</li> <li>• Visuals and one to one to support on personal space, the right to say no to play, touch and peer pressure.</li> <li>• Reinforce through discussions and questions arising in conversations and in discussing news coverage.</li> <li>• Use stories and videos to inform of consent and the right to say no, to discuss characters actions.</li> <li>• Discuss scenarios and actions.</li> <li>• Ensure pupils cover asking/talking to a trusted adult regularly, so they know who they can turn to for help, or if they are unsure.</li> <li>• Access to a worry box, for thoughts pupils struggle to share verbally.</li> <li>• Access to Kooth and CEOP.</li> </ul>

### **School Long Term Plan Coverage**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Managing feelings			Self-awareness				
Autumn 2	Healthy lifestyles			Changing and growing				
Spring 1	The world I live in		Self-care, support and safety 6weeks					
Spring 2	Self-awareness			Managing feelings 5 weeks				
Summer 1	Healthy lifestyles		Changing and growing					
Summer 2	The world I live in			Self-care, support and safety				

All topics are covered twice across the year, supporting learners in a greater understanding. Mid-year pupil voice and data collection inform next steps in the planning process.



## Appendix 2: By the end of Key Stage 1 & 2 pupils should know

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



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	PUPILS SHOULD KNOW
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>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Appendix 2: By the end of Key Stage 3 & 4 pupils should know**

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



TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<p>Online and media</p>	<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>



TOPIC	PUPILS SHOULD KNOW
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 relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	