

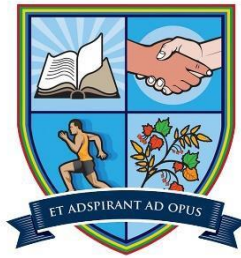
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# INVICTUS

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Education Trust

KINVER  
HIGH SCHOOL



ENGAGE. SUCCEED. ASPIRE TO LEAD

## Relationship and sex education policy

Document Control and Version Control

DOCUMENT CONTROL	
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## 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

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

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- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kinver High School, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

### 4. Definition

Relationships and Sex Education is defined by the PSHE Association as *'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'*.

RSE is about the cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupils.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE 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 taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

### 6. Delivery of RSE

The majority of RSE is taught through an Ethics Tutor time programme and through RE and Ethics lessons, where fitting. Every year group will also have an 'Ethics' Day in which they will cover aspects of the RSE and Health requirements. Where necessary, students may receive some RSE sessions from trained health professionals or external visitors.

Some aspects of RSE may be taught in/supplemented by the Science, English, Forensic Reading and ICT curriculums. The assembly programme is also used to deliver aspects through collaboration with the Safeguarding lead.

We do not deliver any stand-alone sex education lessons, rather often they sit alongside lessons concerning relationships and consent.

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

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- 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

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- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

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- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The Trust Board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 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 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 headteacher.

All form tutors, Humanities staff and the safeguarding team have the responsibility of teaching RSE, led by HBR as subject lead.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## 10. Training

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

The headteacher 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by HBR (Head of Humanities and subject lead for whole school RSE) through:

- Learning Walks
- Work Scrutiny
- Student Voice

They will:

- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme
- Ensure the content is age appropriate.

Pupils' development in RSE is monitored by the class teacher, through progress assessment activities.

This policy will be reviewed by HBR (Head of Humanities and subject lead for whole school RSE) annually. At every review, the policy will be approved by the Trust Board at Executive level.



## Appendix 1: Curriculum map - Relationships and sex education curriculum map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 RE and Ethics	<p><b>The Five Pillars of Islam: An introduction to key Muslim teachings</b></p> <p>Religious Stereotypes Hate crimes Media representation of religion Trusting internet sources Racism Living as a Muslim in Britain British Values</p>	<p><b>Jesus: Human or Divine? An introduction to key Christian Beliefs</b></p> <p>Who am I? What do I believe? Self-identity. British Values: Tolerance of beliefs and opinions.</p>	<p><b>Buddhism: An introduction to key Buddhist beliefs</b></p> <p>Making good choices and how our actions can affect others. The Law on certain choices we make Reflecting on making the right choice Peer pressure</p>	<p><b>Did Jesus rise from the dead? How do Christians celebrate Easter today?</b></p>	<p><b>Sikhism: An introduction to key Sikh beliefs</b></p> <p>- Values and Virtues Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation How our actions can impact others British Values: Tolerance of beliefs and opinions.</p>	<p><b>The Old Testament</b></p>
7 Tutor Time	<p><b>Who am I?</b></p> <p>Self-Identity Stereotypes Common emotion Talking about emotions Where to get help</p>	<p><b>Healthy and positive relationships</b></p> <p>Different types of relationships Healthy and positive relationships (inc. friendships) Conflict and managing it Ending relationships Improving relationships Determine whether other children, adults or sources of information are trustworthy.</p>	<p><b>Making the Right Choices</b></p> <p>Happiness and being connected to others Positive and negative actions The impact of actions How can we evaluate our own actions</p>	<p><b>Democracy in the UK</b></p> <p>Types of government Political parties Parliament How laws are passed Voting Citizens and their role in the UK British Values</p>	<p><b>What is 'normal'?</b></p> <p>Qualities in a partner Expectations Different partnerships and attractions Appropriate boundaries and behaviour Attraction and love Determine whether other children, adults or sources of information are trustworthy.</p>	<p><b>Diversity</b></p> <p>Stereotypes based on sex, gender, race, religion, sexual orientation or disability. Treating others with respect. Tolerance of other people's beliefs. British Values: Tolerance of beliefs and opinions.</p>
Autumn RSHE Day	<p>Internet safety and online grooming Good friendships Emotional changes during puberty Relationships and families</p>					
Forensic Reading	<p><b>The Spirit of Life – Money and Power Justice</b></p> <p>Wealth and Poverty Budgeting and Savings Influences on financial decisions Good financial choices</p>	<p><b>Women, Suffrage and Misogyny – The Role of Women</b></p> <p>Exploitation Violence Gender stereotypes Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated</p>	<p><b>Deconstructing Masculinity</b></p> <p>Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Deconstructing Masculinity</b></p> <p>Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Diverse Britain- PRIDE</b></p> <p>Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated</p>	<p><b>Change and Development</b></p> <p>Values and morals and respecting others choices Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be <u>treated</u> Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>

Ethics content

RE content

Health and Wellbeing content

Citizenship

Finance

<p><b>8</b> RE and Ethics</p>	<p><b>Inspirational Religious figures:</b> A study of key religious figures and their influence on believers.</p>	<p>Hate Crimes, discrimination, prejudice, violence against W&amp;G, extremism, terrorism Standing up justice etc Extremism and Radicalisation</p>	<p><b>P4C (Philosophy for Children)</b></p>	<p><b>Religion and Marriage</b></p>	<p>Forced marriage Arranged marriage Cohabitation Divorce Types of relationships Marriage and the Law Forced marriage Arranged marriage Coercion Human happiness</p>	<p><b>Religion and Families</b></p>	<p>Bringing up children What does trustworthy mean  Unsafe relationships: (inc. harassment, rape, coercion, STIs, domestic abuse) Reporting and finding help.  The importance of contraception and family planning (positive ideas)  The role of parents – role models  Bringing up children: Adoption, fostering (same sex) gender roles FGM</p>	<p><b>The Problem of Evil</b></p>	<p>Harassment Consent Inappropriate sexual behaviour, Reporting these issues</p>	<p><b>Life after Death</b></p>	<p>The process of death Grieving Bereavement Dealing with deal and transitions SMSC: Spirituality</p>
<p>8 Tutor Time</p>	<p><b>Health and Hygiene</b> Diet Sleep Oral hygiene Personal hygiene from puberty</p>		<p><b>Bullying</b> Types of bullying Role and responsibility of the bystander Impact of bullying Kinver Policy Reporting and getting help</p>	<p><b>How should we treat people?</b> Stereotypes and their impact How should we treat people and how should we be treated? Positions of authority Respecting others The Law</p>		<p><b>Money Management</b> Inflation Budgeting Borrowing Debt</p>		<p><b>Intimate Relationships</b> Intimate relationships and intimacy (not sex) Communicating a healthy relationship Coercive control Signs of coercion Sexual pressure Reporting concerns about others if needed.</p>		<p><b>Living online</b> The impact of unhealthy or obsessive comparison with others online. Setting unrealistic expectations for body image. How people may curate a specific image of their life online. Over-reliance on online relationships including social media.</p>	
<p>Autumn RSHE Day</p>	<p>Our actions and choices online... The impact of viewing harmful content What is appropriate? Body image and self esteem</p>										
<p>Forensic Reading</p>	<p><b>The Spirit of Life – Money and Power</b> Justice Wealth and Poverty Budgeting and Savings Influences on financial decisions Good financial choices</p>	<p><b>Women, Suffrage and Misogyny – Equality and Discrimination</b> Exploitation Violence Gender stereotypes Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated</p>	<p><b>Deconstructing Masculinity – Challenging Masculine Stereotypes</b> Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Deconstructing Masculinity – Challenging Masculine Stereotypes</b> Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Diverse Britain- PRIDE</b> Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated</p>	<p><b>Change and Development</b> Values and morals and respecting others choices Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be <u>treated</u> Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>					

Ethics content

RE content

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<p><b>9</b> RE and Ethics</p>	<p><b>The Nature of God: A study of Christian beliefs.</b></p>	<p>Who am I? What do I believe? Self-identity. SMSC: Values and opinions. British Values: Tolerance of beliefs and opinions.</p>	<p><b>Perceptions of Religion</b></p>	<p>Extremism and Radicalisation Racism Poverty Media representation of religion</p>	<p><b>Ethical Issues in the World today</b></p>	<p>IVF Euthanasia Abortion Adoption</p>	<p><b>Ethical Issues in the World today</b></p>	<p>IVF Euthanasia Abortion Adoption</p>	<p><b>Theodicy</b></p>	<p><b>What do Sikhs believe about God?</b></p>	<p>Substances Vegetarian Equality (gender) <u>Values</u> revisit</p>
<p>9 Tutor Time</p>	<p><b>Mental Wellbeing</b> Common emotions Early signs of mental health illness Common mental health illnesses Mental Wellbeing What can affect our mental wellbeing Help in and out of school</p>		<p><b>What is right?</b> What is a healthy, intimate relationship? Intimacy (not sex) What behavior is not appropriate? Sexual pressure The impact of inappropriate behavior The positive impact of healthy relationships Determine whether other children, adults or sources of information are trustworthy.</p>		<p><b>County Lines</b> What is county lines Criminal Exploitation Who is at risk Signs of exploitation Dangers Reporting concerns</p>		<p><b>Finance</b> Borrowing and debt Repayments Interest APR Credit history</p>		<p><b>Sexual Health</b> What is sexual health and positive sexual health STI's and their impact Advice and help about STI's</p>	<p><b>Basic First Aid</b> Basic treatment for common injuries. Asthma Choking</p>	
<p>Autumn RSHE Day</p>	<p>Drugs and Alcohol and the law Pressure, consent and rape Sexual harassment</p>										
<p>Forensic Reading</p>	<p><b>The Spirit of Life – Money and Power</b> Justice Wealth and Poverty Budgeting and Savings Influences on financial decisions Good financial choices</p>	<p><b>Women, Suffrage and Misogyny – Attitudes towards Women</b> Exploitation Violence Law on sexual violence, rape and harassment Healthy, mature relationships Controlling behaviour Consent Harassment Stalking Values and morals and respecting others choices Sexual stereotypes and prejudice Sexual Assault and Victim blaming</p>	<p><b>Deconstructing Masculinity</b> Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Deconstructing Masculinity</b> Mental Wellbeing: Recovery Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>	<p><b>Diverse Britain- PRIDE</b> Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be treated</p>	<p><b>Change and Development</b> Values and morals and respecting others choices Different types of relationships Legal status of relationships Gender Identity Stereotypes and prejudice and their impact Treating others with respect How can we expect to be <u>treated</u> Issues with the media What does it tell us about relationships? Body image Why is it damaging Harmful online content Trusting online sources</p>					

<p>Ethics content</p>
<p>RE content</p>
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<b>10</b> RE GCSE	<b>Paper 1: Sikh Beliefs &amp; Paper 2: Theme A Relationships</b>	Contraception Marriage Divorce Sexuality Parenting	<b>Paper 1: Sikh Beliefs &amp; Paper 2: Theme A Relationships</b>	Contraception Marriage Divorce Sexuality Parenting	<b>Paper 1: Sikh Beliefs &amp; Paper 2: Theme E Crime and Punishment</b>	Criminal Justice System, British values Extremism	<b>Paper 1: Sikh Practices &amp; Paper 2: Theme E Crime and Punishment</b>	Criminal Justice System, British values Extremism	<b>Paper 1: Sikh Practices &amp; Paper 1: Christian Beliefs</b>	<b>Paper 1: Sikh Practices &amp; Paper 1: Christian Beliefs</b>
10 Tutor Time	<b>Online behaviour</b> Sharing material Online information Online debt Behaviour online Harmful content		<b>Relationship issues</b> Types of relationships Legality of relationships Gender identity Serotypes and prejudice		<b>Managing finances (building on KS3)</b> Savings Savings accounts Money and mental wellbeing		<b>Healthy relationships</b> Controlling behaviour Consent Harassment Stalking Determine whether other children, adults or sources of information are trustworthy. Reporting concerns about others if needed.		<b>Democracy (building on KS3)</b> Types of government Political parties Parliament How laws are passed Voting Citizens and their role in the UK British Values	<b>Basic First Aid</b> Life-saving skills. How to administer CPR. The purpose of defibrillators and when one might be needed.
Autumn RSHE Day	Contraception Pregnancy and other options Online safety									
<b>11</b> RE GCSE	<b>Paper 1: Christian Practices &amp; Paper 2: Theme D War, Peace and Conflict</b>		<b>Paper 1: Christian Practices &amp; Paper 2: Theme D War, Peace and Conflict</b>		<b>Paper 2: Theme B Religion and Life &amp; Revision</b>	Abortion Euthanasia The treatment of animals Death and bereavement	<b>Paper 2: Theme B Religion and Life &amp; Revision</b>			
11 Tutor Time	<b>Staying Healthy</b> Sleep Stress Night life risks Self-examination Fertility		<b>Assemblies</b> 1.Pornography 2.The impact of viewing harmful content 3.Sharing and viewing indecent images 4. Grooming 5. Rape 6. FGM 7.Sexual exploitation abuse		<b>GCSE Intervention</b>		<b>GCSE Intervention</b>			

Ethics content
RE content
Health and Wellbeing content
Citizenship
Finance

PHSE SIXTH FORM

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
12	Relationships and safe sex clinic	online behaviours and safety	STI clinic	-	relationship issues and healthy relationships
13	Relationships and safe sex clinic	online behaviours and safety	STI clinic	Keeping safe away from home	-



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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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

