



Heritage Park School

Relationships and Sex Education Policy

2024-2025

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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

Statutory Requirements

As a maintained special school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- 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 Heritage Park School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a working group collated all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
3. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

SRE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the

students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It is lifelong learning about moral and emotional development. It is also about the importance of a stable and loving relationship for family life, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate. We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect. Sex and Relationships Education is delivered within the aims and philosophy of the School and the agreed framework for the overall pastoral care of the students.

Objectives

The RSE curriculum seeks to educate students on the following subjects/aspects linked to healthy living:

- To understand the basics of human biology and the reproductive system.
- To provide opportunities to consider what factors are an essential part of developing stable and loving relationships.
- To develop students' confidence and self-esteem to help them to be able to form stable and loving relationships.
- To develop students' knowledge about sexual health, safe lifestyles and risky behavior.
- To develop students' knowledge and understanding about sexual health and relationship services that are available, and to ensure that they know how to access these services.
- To provide opportunities for students to develop an understanding of and respect for difference, including gender, sexuality, disability, culture, beliefs and ethnicity.
- For students to be aware of unacceptable behaviour and their statutory rights.
- To enable students to develop the skills necessary to protect themselves from exploitation.
- To educate pupils about online safety and the risks associated with 'sharing nudes.'
- To provide students with the opportunities to develop a greater understanding of the consequences of decisions and actions.
- To develop students' awareness of safety within relationships and promote understanding of domestic violence.
- To ensure students are aware of the implications of unprotected sex and understand how to deal with this situation.
- To expose students to the LGBT+ material and embrace tolerance, accept and appreciate differences.
- To signpost students to key bodies within South Yorkshire and the surrounding area who can provide help, advice and guidance on matters of a sensitive nature.
- To champion inclusive and collaborative working environments so all pupils feel secure and have the ability to make progress.
- To develop parental awareness of what sex and relationships education is available through school and outside agencies.

Curriculum

We have developed the curriculum taking into account the needs and feelings of the students. If students ask questions outside the scope of our curriculum, staff will respond in an appropriate manner so that students are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request. The school always considers the age and development of pupils when deciding what will be taught in each year group. The school plans a progressive curriculum, so that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

The Heritage Park RSE curriculum has 3 main elements:

1. attitudes and values
2. personal and social skills
3. knowledge and understanding

The combination of all three are important, for a balanced RSE programme.

Primary sex education will focus on:

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

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

- Learning about contraception and a range of local and national sexual health advice, contraception and support services

Sex Education

- All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- Parents are fully consulted in the organisation and delivery of our sex education curriculum,
- The age and development of pupils is always considered when delivering sex education.
- In Year 5 and 6 coverage will include (and further details can be found on the curriculum overview):
 - To know the internal sex organs
 - To know how the internal sex organs are used to create a baby (how sperm and ova combine to form an embryo)
 - How an embryo grows, first into a foetus and then a baby, inside the uterus
 - To know the basic facts about what happens during sex (how the penis goes inside the vagina)
 - To know that the law states that people should not have sex until they are over 16
 - To know consent must be given by those involved
 - To understand the erections and wet dreams are part of male puberty

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

Delivery of RSE

Curriculum delivery

- The relationships, sex and health curriculum will be delivered as part of our Personal & Health Education curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships

- being safe

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

- RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - families
 - respectful relationships, including friendships
 - online and media
 - being safe
 - intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

- Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- We do not shy away from exploring issues that affect minority groups, such as LGBTQ+ and where appropriate, these are discussed within the context of the law within our country.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given so as not to stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred on reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

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 adaptation required

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
- 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

Online safety

At Heritage Park School, online safety is seen as an integral part of our responsibility to ensure that all pupils are kept safe in school. We are committed to the safe and responsible integration of technology throughout our schools and recognise technology as a valuable tool across the curriculum for all our pupils. We understand the importance of ensuring that our pupils remain safe whilst using ICT technology, the

internet, and social media. Positive messages about the safe use of technology and social media platforms will be delivered across the curriculum including RSE, to ensure this knowledge is embedded within our pupils. Staff will teach pupils strategies for keeping themselves safe and make them aware of how to report issues linked to e-safety. At Heritage Park School, staff are required to identify, assess and reduce (where possible) any risks and levels of harm to the pupils or the liability of the school. All pupils who use the internet or other ICT technology will be closely monitored in their use of it at all times. Otherwise, this will be adult led to ensure appropriate and safe use is maintained at all times. All staff have a responsibility to record issues relating to the use of IT via CPOMs. Where issues have arisen, staff will be expected to notify either the designated online safety officer, a DSL or the Principal, immediately following a concern.

Please see the Online Safety Policy for further information

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
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- 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

Roles and Responsibilities

The Governing Body

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

The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

The 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/carers 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 Principal.

Pupils

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

Parents' Right to Withdraw

For Primary school age children, parents do not have the right to withdraw their children from relationships or health education. Parents have the right to withdraw their children from all or part of the non-statutory/non-science components of sex education within RSE.

For Secondary school age children, parents have the right to withdraw their children from all or part of the non-statutory/non-science components of sex education within the RSE curriculum – up to 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 to the Principal of the school. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action in response to their request with alternative work being given to students who are withdrawn from RSE sessions. It should be noted by parents that as a SEND school, the Principal has the right to decline the request of a parent to withdraw their child if the Principal believes it is deemed in the child's interests to do so, or if the child is at unusual risk from sexual activity or sexual exploitation.

Training

Staff will have access to continuing professional development CPLD throughout the school year.

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

Monitoring Arrangements

The delivery of RSE is monitored by the PHSE subject lead through:

- The review of planning
- The review of student's work, including as part of moderation activities
- The undertaking of learning walks
- Discussions with staff about student's development as demonstrated through internal school assessment systems
- Stakeholder voice
- Internal and External Quality Assurance

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

This policy will be reviewed by the Assistant Head Teacher responsible for Curriculum. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

| YEAR GROUP / PHASE | TERM | TOPIC/THEME DETAILS | KEY WORDS | | |
|---|--|---|---|--|--|
| Lower Key Stage 2 (Y3 & Y4) | Delivered during the Summer Term through an intervention | <ul style="list-style-type: none"> • Labelling main parts of the body inc external genitalia • Will I always be a child? <i>(Understanding how their bodies will change as they age)</i> • Physical Contact Boundaries • Secrets & Trust • When should I say no? • Who do I ask for help? | Secret Surprise Unsafe touch Private Genitals Vulva | Nipples Navel Penis Scrotum | Wanted Touch Unwanted Touch Private Parts |
| Upper Key Stage 2 (Y5 & Y6 pupils where necessary) | Delivered during the Summer Term through an intervention | <ul style="list-style-type: none"> • G1 How will my body change as I get older? • G2 How will my feelings change as I get older? • G3 How will I stay clean during puberty? • G4 What is Menstruation | Puberty Testicles Penis Adams Apple Erection Ejaculation Vagina Vulva Clitoris Discharge Menstruation Period | Wet dream Hormones Moods Anxiety Insecurity Self-conscious Risk Hygiene Sweat glands Smegma Genitals Bacteria | Essential Luxury Poverty Menstruation Menstruator Ovaries Ovum Uterus |

| YEAR GROUP / PHASE | TERM | TOPIC/THEME DETAILS | KEY WORDS | | |
|---|--|---|--|---|--|
| Upper Key Stage 2 (Y6 & Y7 pupils where necessary) | Delivered during the Summer Term through an intervention | <ul style="list-style-type: none"> • SX1 How are human babies made? <i>(taught through science - compulsory)</i> • SX2 Sexual reproduction (optional unit) | Penis Pubic Hair Foreskin Scrotum Testicles Erection Ejaculate | Sperm Urethra Clitoris Anus Vagina Labia Cervix Uterus | Ovary Fallopian tube Ovum Reproduction Pregnancy Discharge Fertilisation |
| Key Stage 3 Y8 | Delivered during the Summer Term through an intervention | <ul style="list-style-type: none"> • Recap on sexual reproduction including Sexual Intimacy • Introduction to Contraception | Sexually Transmitted Disease Contraceptives | | |
| Key Stage 3 Y9 | Delivered during the Summer Term through an intervention | <ul style="list-style-type: none"> • Healthy Positive Intimate Relationships | Sex Intimacy | | |
| Key Stage 4 Y10 & Y11 Cycle A | Delivered within the Key Stage 4 PHSE Curriculum | <ul style="list-style-type: none"> • Healthy Sexual Relationships • Contraception • Sexual health inc HIV & STI's • Relationships & the Law inc: <ul style="list-style-type: none"> • consent • forced marriage • revenge porn • harassment • stalking • rape • Same Sex Relationships • Gender & Trans Identity | Sexual health Intimacy Pleasure Risky behaviour Consent Forced marriage Revenge porn Harassment Stalking Rape | Menstrual cycle Fertility Miscarriage Abortion Contraception Sexually transmitted infections | Gay lesbian Bi-sexual Heterosexual Transgender Non-binary |

Appendix 2: By the end of Primary School pupils should know

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

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |

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

Appendix 3: By the end of Secondary School pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • 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 |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • 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 • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

Appendix 4: Parent/Carer form: Withdrawal from Sex Education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent/carers | | 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/carers | |
| | |