



## **Relationships & Sex Education (Statutory)**

Approved: Summer 2020

Date of Next Review: Summer 2023

### **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

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### 1. Aims

The aims of relationships and sex education (RSE) at The Roseland Multi Academy Trust schools are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

### 2. Statutory Requirements

Our primary schools provide relationships education to all students as per Section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At Gerrans School and Tregony Community Primary School we teach RSE as set out in this policy. Please also see our Funding Agreement and Articles of Association for further information.

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In teaching RSE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At The Roseland Academy and Treviglas Academy we teach RSE as set out in this policy. Please also see our Funding Agreement and Articles of Association for further information.

### **3. Policy Development**

This policy has been developed in consultation with staff, students 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 consultation – all Trust staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to forward their views and comments on the policy. A face to face meeting(s) was not possible due to the Coronavirus pandemic.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

### **4. Definition**

RSE is about the emotional, social and cultural development of students, 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 curriculums are 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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

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

### **6. Delivery of RSE**

Within our secondary schools, 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 Ethics & Philosophy education. Students also receive stand-alone sex education sessions delivered by a trained health professional such as a School Nurse, Education and Wellbeing Specialists from Brook or Barnardos. Each secondary school is an Operation Encompass school and works in partnership with Devon & Cornwall Police to educate and empower young people with knowledge around healthy relationships. Our designated teachers for Children in Care and Assistant SENCo are able to deliver bespoke education sessions for students with personal, educational or health needs when necessary.

In our primary schools, 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.

This is delivered within our science lessons and during PSHE lessons (Jigsaw). Some of the learning is delivered during stand-alone lessons or visitors facilitated by The NSPCC, 'Stay Safe' and our local police officers. Tregony CPS and Gerrans School timetable lessons together to ensure that each year group is taught the appropriate curriculum for their year group.

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

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

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

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

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

## **7. Roles and responsibilities**

### **7.1 The Trust Board**

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

### **7.2 Headteachers**

Each Headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw students 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 students.
- Responding appropriately to students 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 their Headteacher.

Treviglas Academy - The Senior Lead for RSE is Vanessa Maule, Assistant Headteacher and Designated Safeguarding Lead. The Head of Department for Personal, Social and Health Education is Clare Quarton.

The Roseland Academy - The Lead Teacher for RSE and PSHE is David Underwood, Ethics and Philosophy teacher.

Tregony Community Primary School - all class teachers are overseen by Kate Douglass, Headteacher.

Gerrans School - Paul Steward KS2 Teacher, Emily Haines EYFS/KS1 Teacher.

#### **7.4 Students**

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

#### **8. Parents' right to withdraw**

Parents of children in our primary schools do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the relevant Headteacher.

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

Parents of children in our secondary schools 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 relevant 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 relevant Headteacher.

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

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

#### **9. Training**

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

Each 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.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored through:

Gerrans School - Emily Haines and Paul Steward - Classroom monitoring.

Tregony Community Primary School - Kate Douglass - Classroom monitoring.

Within our secondary schools the delivery of RSE is monitored by Vanessa Maule, Assistant Headteacher and Clare Quarton, PSHE Lead at Treviglas Academy, and David Underwood and Chris Challis at The Roseland Academy through:

- Learning Walks during PSHE and science lessons.
- PSHE and science work scrutiny.
- Student Voice Surveys – including The Wellbeing Measurement Framework with HeadStart Kernow.
- Thoughtful planning and delivery of PSHE sessions.

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

## Appendix 1a: Relationships and sex education curriculum map for Tregony and Gerrans Schools

Ages 3-5	<p>Family life          Friendships          Breaking friendships          Falling out          Dealing with bullying          Being a good friend</p>	<p>Bodies          Respecting my body          Growing up          Growth and change          Fun and fears          Celebrations</p>
Ages 5-6	<p>Belonging to a family          Making friends/being a good friend          Physical contact preferences          People who help us          Qualities as a friend and person          Self-acknowledgement          Being a good friend to myself          Celebrating special relationships</p>	<p>Life cycles – animal and human          Changes in me          Changes since being a baby          Differences between female and male bodies (correct terminology)          Linking growing and learning          Coping with change          Transition</p>
Ages 6-7	<p>Different types of family          Physical contact boundaries          Friendship and conflict          Secrets          Trust and appreciation          Expressing appreciation for special relationships</p>	<p>Life cycles in nature          Growing from young to old          Increasing independence          Differences in female and male bodies (correct terminology)          Assertiveness          Preparing for transition</p>
Ages 7-8	<p>Family roles and responsibility          Friendship and negotiation          Keeping safe online and who to go to for help          Being a global citizen          Being aware of how my choices affect others          Awareness of how other children have different lives          Expressing appreciation for family and friends</p>	<p>How babies grow          Understanding a baby's needs          Outside body changes          Inside body changes          Family stereotypes          Challenging my ideas          Preparing for transition</p>
Ages 8-9	<p>Jealousy          Love and loss          Memories of loved ones          Getting on and falling out          Girlfriends and boyfriends          Showing appreciation to people and animals</p>	<p>Being unique          Having a baby          Girls and puberty          Confidence in change          Accepting change          Preparing for transition          Environmental change</p>

<p>Ages 9-10</p>	<p>Self-recognition and self-worth          Building self-esteem          Safer online communities          Rights and responsibilities online          Online gaming and gambling          Reducing screen time          Dangers of online grooming          SMARRT internet safety rules</p>	<p>Self and body image          Influence of online and media on body image          Puberty for girls          Puberty for boys          Conception (including IVF)          Growing responsibility          Coping with change          Preparing for transition</p>
<p>Ages 10-11</p>	<p>Mental health          Identifying mental health worries and sources of support          Love and loss          Managing feelings          Power and control          Assertiveness          Technology safety          Take responsibility with technology use</p>	<p>Self-image          Body image          Puberty and feelings          Conception to birth          Reflections about change          Physical attraction          Respect and consent          Boyfriends/girlfriends          Sexting          Transition</p>



## Appendix 1b: Curriculum Map (The Roseland Academy)

Year 7	Autumn	<p><b>Healthy friendships</b> Pupils will know: 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 relationships. Pupils will be aware of practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>NSPCC Making sense of relationships</p> <p>ThinkUknow #LiveSkills</p>
	Spring	<p><b>Families</b> Pupils will know: how to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend or other relationship is unsafe; and how to seek help or advice, including reporting concerns about others, if needed.</p>	
	Summer	<p><b>Positive relationships</b> Pupils will know: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p> <p><b>Online rights, responsibilities and risks</b> Pupils will know: 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.</p>	<p>Public Health England: Forming positive relationships lesson plan pack</p>
Year 8	Autumn	<p><b>Bullying</b> Pupils will know: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<p>Public Health England: Rise Above resources</p>

	Spring	<p><b>Equality</b> Pupils will know: 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. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p><b>Online Risks</b> Pupils will know: Not to provide materials 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. How information and data is generated, collected, shared and used online</p>	<p>Equality and Human rights commission teaching resources Equaliteach: Outside the box teaching resources</p>
Year 9	Autumn	<p><b>Sexting</b> Pupils will know: that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>	<p>Brook clinic visiting speaker- Sex and the law workshops</p>
	Spring	<p><b>Sex and the law</b> Pupils will know: what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.</p>	<p>Visiting speaker from Devon and Cornwall police regarding sexting and distribution on sexually related material online</p>
	Summer	<p><b>STIs</b> Pupils will know: 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.</p> <p><b>Contraception</b> Pupils will know: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Peer pressure</b> Pupils will know: that there are a range of strategies for identifying and managing sexual pressure,</p>	<p>Jiwisi teaching resources</p> <p>Brook Clinic resources on contraception and sexually transmitted infections</p>

		including understanding peer pressure, resisting pressure and not pressuring others.	
Year 10	Autumn	<p><b>Coercive control</b> Pupils will know: the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p><b>Sexual harassment and violence</b> Pupils will know: 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</p>	<p>Forward UK Freedom Charity</p> <p>NSPCC Making sense of relationships ChildNet International: Step up, Speak up resources</p>
	Spring	<p><b>Risky behaviour - alcohol and drugs</b> Pupils will know: how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Consent</b> Pupils will know: how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><b>Pornography and relationships</b> Pupils will know: 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. The impact of viewing harmful content.</p>	<p>BBC Teach Class clips PSHE GCSE: Sexual harassment</p> <p>Public Health England: Rise Above resources</p> <p>BBC Teach, class clips PSHE KS3 / KS4: L8R Youngers 3</p>
	Summer	<p><b>Making decisions about sex</b> Pupils will know: that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. That they have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>Brook clinic visiting speaker- Pornography and its impact on relationship workshops</p>

Year 11	Autumn	<p><b>Intimate and sexual relationships</b> Pupils will know: how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p><b>Accessing local and national services e.g. C-card</b> Pupils will know: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Teenage pregnancy</b> Pupils will know: 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).</p> <p>Throughout their time all pupils will receive input on Sex and relationships topics through the wider curriculum and more specifically Ethics and Philosophy and Science lessons: These include:</p> <p><b>Fertility and Reproductive Health</b> Pupils will know: The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility of men and women and menopause. How to get further advice, including how and where to access confidential advice and treatment.</p> <p><b>Discrimination and Prejudice</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg 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.</p> <p><b>Roles and Relationships</b> Pupils will know: That there are different types of committed, stable relationships. What marriage is, including their legal status. The characteristic and legal status of other types of long-term relationships. The roles and responsibilities of parents with respect to raising of children.</p>	<p>C-card condom distribution scheme</p> <p>Underage and pregnant BBC teaching resource</p>
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## Appendix 1c: Curriculum Map (Treviglas Academy)

Year 7	Autumn	<p><b>Friendships &amp; Online Friendships</b> Pupils will know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	ThinkUknow
	Spring	<p><b>Healthy Friendships and Relationships</b> Pupils will know: The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, and the management of conflict, reconciliation and ending relationships.</p> <p><b>Discrimination and Prejudice</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. 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.</p>	EC resources  EC resources
	Summer	<p><b>Our Bodies and our Rights</b> Pupils will know: The concepts of, and laws relating to, FGM.</p>	Forward UK Freedom Charity
Year 8	Autumn	<p><b>Online Risks</b> Pupils will know: Not to provide materials 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. How information and data is generated, collected, shared and used online</p>	EC Resources
	Spring	<p><b>Roles and Relationships</b> Pupils will know: That there are different types of committed, stable relationships. What marriage is, including their legal status. The characteristic and legal status of other types of long-term relationships. The roles and responsibilities of parents with respect to raising of children.</p>	EC Resources

	Summer	<p><b>Conflict and Conflict Resolution</b> Pupils will know: How these relationships might contribute to human happiness and their importance for bringing up children. How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend or other relationship is unsafe; and how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>The Power of Love</b> Pupils will know: 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.</p> <p><b>Online Risks – Being Healthy Online</b> Pupils will know: the concepts of, and laws relating to grooming. What to do and where to get support to report material or manage issues online. The concepts of, and laws relating to grooming and how these can affect current and future relationships.</p> <p><b>Bullying</b> Pupils will know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help. Their rights, responsibilities and opportunities online.</p> <p><b>Equality and Diversity – Racism</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they might normalise non-consensual behaviour or encourage prejudice). The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	<p>EC Resources</p> <p>EC Resources</p> <p>Murray Nelson PREVENT</p> <p>EC Resources</p> <p>EC Resources</p>
Year 9	Autumn	<p><b>Online Risks</b> Pupils will know: 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.</p>	<p>EC resources</p>

	<p>Spring</p> <p>Summer</p>	<p><b>A Sense of Identity</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they might normalise non-consensual behaviour or encourage prejudice).</p> <p><b>Equality and Diversity – Homophobia</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they might normalise non-consensual behaviour or encourage prejudice). The legal rights and responsibilities regarding Homophobia.</p> <p><b>The Media and our Relationships</b> Pupils will know: How the Media presents 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. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,</p> <p><b>Consent</b> Pupils will know: The characteristics of positive and healthy friendships. 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. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Peer Pressure</b> Pupils should know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help.</p>	<p>Rise Above</p> <p>EC resources</p> <p>In conjunction with BROOK sessions and Barnardos</p> <p>In conjunction with BROOK sessions and Barnardos</p> <p>EC resources</p>
Year 10	Spring	<p><b>Marriage and Relationships</b> Pupils will know: What marriage is, including their legal status, eg. That marriage carries legal rights and protections not available to couple who are cohabiting or who have married, for example, in an unregistered religious ceremony. Pupils will know: The concepts of, and laws relating to forced marriage.</p>	<p>PSHE Association Family Life Resources</p>

	Summer	<p><b>Making decisions about sex</b> Pupils will know: The characteristics of positive and healthy intimacy. That they have a choice to delay sex or to enjoy intimacy without sex. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Contraception</b> Pupils will know: The facts about the full range of contraceptive choices. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Pornography and Relationships</b> Pupils will know: The impact of viewing harmful content. That specifically sexually explicit material eg. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p><b>STIs</b> Pupils will know: 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.</p>	<p>In conjunction with Brook C-card scheme resources</p> <p>EC Resources in conjunction with Brook</p> <p>EC Resources in conjunction with Brook</p> <p>EC Resources in conjunction with Brook</p>
Year 11	Spring	<p><b>Fertility and Reproductive Health</b> Pupils will know: The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility of men and women and menopause. How to get further advice, including how and where to access confidential advice and treatment.</p> <p><b>Teenage Pregnancy</b> Pupils will know: The facts about 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).</p> <p><b>Violence, Abuse and Sexual Exploitation</b></p>	<p>EC Resources</p> <p>PSHE Association Family Resources</p> <p>EC Resources</p>



	<p>Summer</p>	<p>Pupils will know: 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.</p> <p><b>Risky Behaviour Alcohol and Drugs</b> Pupils will know: How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Sex and the law</b> Pupils will know: The concepts of, and laws relating to, honour-based violence and how these can affect current and future relationships.</p>	<p>AND CEOP Exploited Resources</p> <p>CEOP Exploited Resources</p> <p>Brook YZUP resources</p>
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## Appendix 2a: By the end of primary school students should know

<p>Families and people who care about me</p>	<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>
<p>Caring friendships</p>	<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>
<p>Respectful relationships</p>	<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</li> </ul>

	<p>adult) and how to get help.</p> <ul style="list-style-type: none"> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● How information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <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 2b: By the end of secondary school students should know

<p>Families</p>	<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 eg 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>
<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 (eg 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 eg 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>
<p>Being safe</p>	<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>
<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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS		CHILD'S SCHOOL: .....	
Name of child		Class or Tutor	
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	