

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Whole School



Reviewed: November 2022 (RH/TM)

Governor Review: December 2022

Introduction

The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools from 2020.

PSHE education is already compulsory in independent schools so Health Education won't be a 'new' requirement for us, although we will be expected to draw on the statutory guidance for Health Education when planning our PSHE education.

New statutory guidance outlines what schools **must** cover – though not everything that schools **should** cover – in PSHE from 2020. The Department for Education (DfE) says: **'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'**. (PSHE Association 2020).

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.
- Take responsibility for their lifestyle now and in the future.
- Appreciate, promote and respect the fundamental British values.
- Encourage all pupils to be active and responsible citizens in the community.
- Continually develop the individual's self-confidence and the realisation of their own ability.
- Develop good relationships and respect differences between people.

Statutory Relationships and Health Education

Prep School

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England."

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Alderley Edge School for Girls we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use our carefully planned programme of study. The programmes of study overviews can be found as appendices to this policy and demonstrate how our school meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

1. [Keeping Children Safe in Education](#) (statutory guidance)
2. [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
3. [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
4. [Equality Act 2010 and schools](#)
5. [SEND code of practice: 0 to 25 years](#) (statutory guidance)
6. [Alternative Provision](#) (statutory guidance)
7. [Mental Health and Behaviour in Schools](#) (advice for schools)
8. [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
9. [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
10. [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
11. [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

Our programmes of study are aligned to the PSHE Association Programmes of Study for PSHE.

Senior School

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are 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](#). At Alderley Edge school for girls we teach RSE as set out in this policy.

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

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

Curriculum

Our curriculum is set out as per Appendix A (Prep School) and B (Senior School) but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional such as our School Nurse.

Prep School Delivery

At Alderley Edge School for Girls we believe that:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social, health and economic education (PSHE) alongside the science curriculum.
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Our programme of study covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year as part of a spiral curriculum. Please see Appendix A for a more detailed overview, which is broken down into year group specific content. Although there are specific units named 'Relationships' and 'Changing Me', the relationships education is taught holistically across all units of the PSHE curriculum and elsewhere in school life.

Term	Unit	Content
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Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Alderley Edge School for Girls, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Whole school and class assemblies, themed weeks (such as Children's Mental Health Week), SEMH interventions, praise and reward system, the learner profile and through relationships (child to child, adult to child and adult to adult) across the school. Our aim is to make the learning the foundations of all that we do in and out of school not simply within the learning of single sessions. We aim to 'live' what is learnt and apply it to everyday situations in the school and local community. In the Prep School, we feel it is essential for class teachers to deliver the weekly lessons to their own classes.

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).

Senior School Delivery

The DfE Guidance 2019 (p 25) states that the aim of RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We also cover contraception, developing intimate relationships and resisting pressure and the importance of consent. We teach what is and what is not acceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Girls on Board

As part of the school's relationship education, the pupils are introduced to the Girls on Board approach from the age of 7 to 18. Girls on Board is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can.

Sex Education in the Prep School

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Alderley Edge School for Girls, we believe children should understand the facts about human reproduction before they leave the primary phase so we teach this within our science curriculum as part of our mammalian reproduction and life cycles units. We define Sex Education at our school as the conception of babies. We intend to teach this alongside our science curriculum in the form of PSHE. Conception is covered in single annual sessions in year 5 and 6 during the Changing Me Unit. As this is part of PSHE, parents have the right to withdraw their child if they wish. Please see the next section for more details.

Parents' Right to Withdraw

Prep School

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Alderley Edge School for Girls, puberty is taught as a statutory requirement of PSHE Education and covered by our PSHE curriculum in the 'Changing Me' Unit alongside our science curriculum within human reproduction and life cycles. We conclude that sex education refers to the conception of babies and therefore, although we see this content as a valuable and important part of our children's education, inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

I.e. the following two lessons from the Changing Me Unit

1. Year 5, Lesson 4 (Conception)
2. Year 6, Lesson 3 (Conception, birth)

The school will inform parents by letter before the Changing Me unit is taught in the summer term.

Secondary School

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the 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 work will be given to pupils who are withdrawn from sex education.

Assessment

In the Prep School, teachers assess the children's work in PSHE and RSE by making formative judgments as they observe them during lessons and make summative assessments against objectives for each unit at their completion each half term. Continuous teacher assessment plays an important part in PSHE and RSE. The teacher observes pupils in a variety of situations and not solely within the context of PSHE lessons e.g. break-time, circle time and in group work, and makes judgements based on the evidence of what is seen and heard and on a pupil's reaction to people and situations. Such observations will inform the teacher's judgements against the objectives and, in some circumstances, may be reported to parents. We do not set formal examinations in PSHE or RSE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

In the Senior School, teachers assess the pupil's work in PSHE and RSE by making formative judgements in lessons and summative assessments in each of the three core units studied. These include Relationships and

Sex Education, Health and Wellbeing and Living in the Wider World. Pupils will receive an annual report for PSHE and RSE. We do not set formal examinations in PSHE or RSE. The assessments that we make are of pupil achievement and are positive and record achievement in its widest sense.

The Governing Board

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs Hawkes is lead teacher of RSE and liaises with the School Nurse on the delivery of RSE in Senior School.

Pupils

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

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.

Monitoring Arrangements

The delivery of RSE is monitored by Mr Marchington and Mrs Hawkes through detailed programmes of study with resources for all staff. The subject was reviewed in March 2022 and will be reviewed regularly. During a review there is a work scrutiny-book and folder scrutiny, student voice and lesson observations and learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Hawkes and Mr Marchington annually. At every review, the policy will be approved by the headteacher.

Appendices

- Appendix A Prep School Programme of Study Overview
- Appendix B Senior School Programme of Study Overview
- Appendix C By the end of Primary School pupils should know
- Appendix D By the end of Secondary School pupils should know
- Appendix E Parent Form: Withdrawal from Sex Education within RSE

Appendix A: Prep School Programme of Study Overview



PSHE & RSE Programme of Study Overview

Prep School 2022-23

Year Group	Unit 1 Being Me In My World	Unit 2 Celebrating Difference	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships	Unit 6 Changing Me
R	<ul style="list-style-type: none"> -Self-identity -Understanding feelings -Being in a classroom -Being gentle -Rights and responsibilities 	<ul style="list-style-type: none"> -Identifying talents -Being special -Families -Where we live -Making friends -Standing up for yourself 	<ul style="list-style-type: none"> -Challenges -Perseverance -<u>Goal-setting</u> -Overcoming obstacles -Seeking help -Jobs -Achieving goals 	<ul style="list-style-type: none"> -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety 	<ul style="list-style-type: none"> -Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend 	<ul style="list-style-type: none"> -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations
1	<ul style="list-style-type: none"> -Feeling special and safe -Being part of a class -Rights and responsibilities -Rewards and feeling proud -Consequences -Owning the Learning Charter 	<ul style="list-style-type: none"> -Similarities and differences -Understanding bullying and knowing how to deal with it -Making new friends -Celebrating the differences in everyone 	<ul style="list-style-type: none"> -Setting goals -Identifying successes and achievements -Learning styles -Working well and celebrating achievement with a partner -Tackling new challenges -Identifying and overcoming obstacles -Feelings of success 	<ul style="list-style-type: none"> -Keeping myself healthy -Healthier lifestyle choices -Keeping clean -Being safe -Medicine safety/safety with household items -Road safety -Linking health and happiness 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> 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
2	<ul style="list-style-type: none"> -Hopes and fears for the year -Rights and responsibilities -Rewards and consequences -Safe and fair learning environment -Valuing contributions -Choices -Recognising feelings 	<ul style="list-style-type: none"> -Assumptions and stereotypes about gender -Understanding bullying -Standing up for self and others -Making new friends -Gender diversity -Celebrating difference and remaining friends 	<ul style="list-style-type: none"> -Achieving realistic goals -Perseverance -Learning strengths -Learning with others -Group co-operation -Contributing to and sharing success 	<ul style="list-style-type: none"> -Motivation -Healthier choices -Relaxation -Healthy eating and nutrition -Healthier snacks and sharing food 	<ul style="list-style-type: none"> -Different types of family -Physical contact boundaries -Friendship and conflict -Secrets -Trust and appreciation -Expressing appreciation for special relationships 	<ul style="list-style-type: none"> -Life cycles in nature -Growing from young to old -Increasing independence -Differences in female and male bodies (correct terminology) -Assertiveness -Preparing for transition

3	<ul style="list-style-type: none"> -Setting personal goals -Self-identity and worth -Positivity in challenges -Rules, rights and responsibilities -Rewards and consequences -Responsible choices -Seeing things from others' perspectives 	<ul style="list-style-type: none"> -Families and their differences -Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful -Giving and receiving compliments 	<ul style="list-style-type: none"> -Difficult challenges and achieving success -Dreams and ambitions -New challenges -Motivation and enthusiasm -Recognising and trying to overcome obstacles -Evaluating learning processes -Managing feelings Simple budgeting 	<ul style="list-style-type: none"> -Exercise -Fitness challenges -Food labelling and healthy swaps -Attitudes towards drugs -Keeping safe and why it's important online and <u>off line</u> scenarios -Respect for myself and others -Healthy and safe choices 	<ul style="list-style-type: none"> -Family roles and responsibilities -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 	<ul style="list-style-type: none"> -How babies grow -Understanding a baby's needs -Outside body changes -Inside body changes -Family stereotypes -Challenging my ideas -Preparing for transition
4	<ul style="list-style-type: none"> -Being part of a class team -Being a school citizen -Rights, responsibilities and democracy (school council) -Rewards and consequences -Group decision-making -Having a voice -What motivates behaviour 	<ul style="list-style-type: none"> -Challenging assumptions -Judging by appearance -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions 	<ul style="list-style-type: none"> -Hopes and dreams -Overcoming disappointment -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes 	<ul style="list-style-type: none"> -Healthier friendships -Group dynamics -Smoking -Alcohol -Assertiveness -Peer pressure -Celebrating inner strength 	<ul style="list-style-type: none"> -Jealousy -Love and loss -Memories of loved ones -Getting on and Falling Out -Girlfriends and boyfriends -Showing appreciation to people and animals 	<ul style="list-style-type: none"> -Being unique -Girls and puberty -Confidence in change -Accepting change -Preparing for transition -Environmental change

5	<ul style="list-style-type: none"> -Planning the forthcoming year -Being a citizen -Rights and responsibilities -Rewards and consequences -How behaviour affects groups -Democracy, having a voice, participating 	<ul style="list-style-type: none"> -Cultural differences and how they can cause conflict -Racism -Rumours and name-calling -Types of bullying -Material wealth and happiness -Enjoying and respecting other cultures 	<ul style="list-style-type: none"> -Future dreams -The importance of money -Jobs and careers -Dream job and how to get there -Goals in different cultures -Supporting others (charity) -Motivation 	<ul style="list-style-type: none"> -Smoking, including vaping -Alcohol -Alcohol and anti-social behaviour -Emergency aid -Body image -Relationships with food -Healthy choices -Motivation and behaviour 	<ul style="list-style-type: none"> -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 -SMART internet safety rules 	<ul style="list-style-type: none"> -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
6	<ul style="list-style-type: none"> -Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued -Choices, consequences and rewards -Group dynamics -Democracy, having a voice -Anti-social behaviour -Role-modelling 	<ul style="list-style-type: none"> -Perceptions of normality -Understanding disability -Power struggles -Understanding bullying -Inclusion/exclusion -Differences as conflict, difference as celebration -Empathy 	<ul style="list-style-type: none"> -Personal learning goals, in and out of school -Success criteria -Emotions in success -Making a difference in the world -Motivation -Recognising achievements -Compliments 	<ul style="list-style-type: none"> -Taking personal responsibility -How substances affect the body -Exploitation, including 'county <u>lines</u>' and gang culture -Emotional and mental health -Managing stress 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Self-image -Body image -Puberty and feelings -Conception to birth -Reflections about change -Physical attraction -Respect and consent -Boyfriends/girlfriends -Sexting Transition

Appendix B: Senior School Programme of Study Overview

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<u>Relationships and sex education</u>	<p>Love, positive and safe relationships</p> <p>Introduction to consent</p> <p>Family marriage and civil partnerships, positive friendships</p> <p>Bullying online and offline, cyberbullying and trolling</p> <p>Personal identity and diversity</p> <p>Introduction to extremism and radicalisation.</p>	<p>Safe sex-consent and contraception</p> <p>Introduction to sexual health and sti's</p> <p>Sexting and body image</p> <p>Extremism and radicalisation and anti-racism.</p>	<p>Teenage pregnancy</p> <p>Abortion and miscarriage</p> <p>Peer pressure, bullying, body image and the media</p> <p>Our community and diversity</p> <p>LGBTQAI+ and other UK communities</p>	<p>Same sex and LGBTQAI+ relationships</p> <p>Gender and transgender identity</p> <p>Introduction to the menopause</p> <p>Introduction to sexism, harassment, stalking and revenge porn</p>	<p>The menopause</p> <p>Teenage pregnancy parenting and alternative options.</p> <p>Introduction to sexual harassment and equality</p> <p>Different types of relationships, types of committed relationships, unhealthy relationships and relationship break ups.</p> <p>Bullying and body shaming</p> <p>Addiction-substances, drugs and alcohol</p>

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

Topic	Pupils should know...	AESG Coverage
<p>Families and people who care for me</p>	<ol style="list-style-type: none"> 1. R1 that families are important for children growing up because they can give love, security and stability. 2. R2 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. 3. R3 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. 4. R4 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. 5. R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). 6. R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the units</p> <ol style="list-style-type: none"> 1. Relationships 2. Changing Me 3. Celebrating Difference 4. Being Me in My World
<p>Caring friendships</p>	<ol style="list-style-type: none"> 1. R7 how important friendships are in making us feel happy and secure, and how people choose and make friends 2. R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 3. R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded 4. R10 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 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships

	<p>5. R11 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 and advice from others, if needed</p>	
Respectful relationships	<ol style="list-style-type: none"> 1. R12 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 2. R13 practical steps they can take in a range of different contexts to improve or support respectful relationships 3. R14 the conventions of courtesy and manners 4. R15 the importance of self-respect and how this links to their own happiness 5. R16 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 6. R17 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 7. R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive 8. R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	<ol style="list-style-type: none"> 1. R20 that people sometimes behave differently online, including by pretending to be someone they are not. 2. R21 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. 3. R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the units</p> <ol style="list-style-type: none"> 1. Relationships 2. Changing Me 3. Celebrating Difference

<p>Being safe</p>	<ol style="list-style-type: none"> 1. R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. R26 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. 3. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the units</p> <ol style="list-style-type: none"> 1. Relationships 2. Changing Me 3. Celebrating Difference
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Appendix D: 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 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

TOPIC	PUPILS SHOULD KNOW
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 E: 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	