

Relationships and Sex Education Policy (RSE)

This policy was reviewed in: May 2025
This policy is due to be reviewed in: May 2026

This policy applies to the whole school including EYFS

Summary of Changes to the Policy – May 2025:

The policy has been updated to include a reformatted version of the curriculum map (Appendix 1) so that it is presented in a more accessible way.

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Aims

The aims of Relationship and Sex Education (RSE) at our school 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
- That it be accessible to all students, including those with SEND

Statutory requirements

This document has been drawn up with regards to Relationships Education, Relationship and Sex Education (RSE) and Health Education and ISI regulations. It is mindful of our responsibilities under the Equalities Act 2010. The most recent DfE guidance is Relationships Education, Relationships and Sex Education (RSE) and Health Education () May 2024.

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 relevant school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were consulted about the policy
4. Ratification –the policy was shared with governors and ratified

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

What is RSE?

The term Relationships and Sex Education (RSE) is used in policies, guidance and the curriculum, rather than sex education. This is to stress that our approach begins with the importance of healthy relationships and goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

The DfE guidance identifies the following two key elements:

Relationships and Sex Education

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

Physical health and mental wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. As a 4 to 18 school our students have very differing needs and the curriculum is tailored to cater to those. 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, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary Sex Education will focus on:

Preparing children for the changes that adolescence brings to include how a baby is conceived and born. For more information about our curriculum, see our curriculum map in Appendix 1.

We will deliver the mandatory components of reproduction in science (Year 5) and puberty in PSHE (Year 5 & 6).

Delivery of RSE

The rationale is that the programme of RSE at Pipers Corner School is designed to support the other forms of relationships and sex education, for which parents/carers are responsible at home. We aim to provide timely, age appropriate, information that supports our students in their personal development. The appendix provides an overview of the topics taught to each age range and who is responsible. These may be subject to small changes as our teachers adapt their teaching to the responses of their classes, but the level and detail will always remain age and circumstance appropriate. The curriculum follows the age limits set out in the DfE May 2024 RSE guidance.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. In line with the Department for Education guidance, the School's approach is educational, rather than one based on propaganda or personal bias and as such, RSE is balanced, takes account of and is sensitive to, different viewpoints. The DfE guidance makes it clear that we are free to determine how we deliver the content they set out; at present this is a combination of the Life Skills (PSHE in Senior School) curriculum, PSHE curriculum in Pre-Prep & Prep, Personal, Social & Emotional

Development time in EYFS, form time activities and presentations, assemblies and curriculum-based delivery policy.

We are mindful of the fact that young people may have varying needs regarding RSE depending on their circumstances and background. Therefore, the school's approach to RSE takes account of student needs including, but not exclusively: ethnic, religious and cultural diversity; varying home backgrounds; sexual orientation (Lesbian, Gay, Bi-sexual, Trans-gender or Questioning, LGBTQ); gender reassignment and Special Educational Needs.

Teaching is conducted in a safe learning environment so that students are not 'put on the spot' or expected to discuss their own personal issues in class. Similarly, resources are selected on the basis of their appropriateness to our students. We believe that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class, making it clear what is appropriate or not in the context.

In addition to the taught RSE programme, we provide:

- Appropriate information through displays, the assembly programme, stand-alone sessions delivered by professionals, form time activities, information bulletins and newsletters and through our pastoral support system; and
- Specific individual support for students who experience personal difficulties or concerns and approach staff for help.

Pre-Prep Department

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It is age appropriate and delivered through PSED (Reception) and PSHE (Year 1 and Year 2), with aspects also being covered in other subjects. In addition to this, many of the department assembly themes and values-based education themes make a significant contribution.

Examples of our values-based education themes include:

- Kindness
- Respect
- Honesty
- Trust
- Resilience
- Perseverance
- Determination
- Courage

A Curriculum Overview for each year group is sent to parents at the beginning of each academic year informing them of the content covered throughout the year, covering all subject areas.

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

Prep Department

Relationship 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 and 2.

Senior School

Relationship and Sex Education 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).

Roles and responsibilities

The Governing Board

The governing board has delegated the approval of this policy to the Education Committee.

The Headmistress

The Headmistress is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from (non-statutory/non-science) components of RSE.

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

This teaching will be led in the Senior School by the Head of Life Skills, who is the PSHE Co-ordinator for Year 7 to Year 11. It will be delivered by teachers in the Life Skills department and includes the use of outside speakers and the school nurses.

The Head of Pre-Prep and Prep is the Prep PSHE Co-ordinator and will oversee delivery of the curriculum by members of the Prep teaching team.

In Pre-Prep, the class teachers will deliver age appropriate RSE, co-ordinated by the Head of Pre-Prep and Prep.

Students

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

Openness With Parents

Parents are invited to an annual meeting where they can sample the teaching materials and resources and may view curriculum materials on request. They may not veto the curriculum content.

Parents right to withdraw

Parents do not have the right to withdraw children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE up to and until three 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 Headmistress.

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

Alternative work will be given to students who are withdrawn from Sex Education.

Safeguarding

Discussions around sensitive topics in RSE may lead to an increase in safeguarding disclosures and reports; all staff know what to do if they have any concerns about a student.

Training

Staff are trained on the delivery of RSE if they are delivering it.

The Headmistress 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.

Staff are trained to deal with managing difficult questions from students in a way which supports them but is also age-appropriate.

Monitoring arrangements

The delivery of RSE in Senior School is monitored by Head of Life Skills and in Pre-Prep & Prep by the Head of Pre-Prep & Prep.

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

This policy will be reviewed by the Deputy Head Pastoral, annually. At every review, the policy will be approved by the Education Committee.

Appendix 1 - Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn	<p>PSHE and Citizenship Fairness: Behaviour What are rules? Why do we need rules? What are our class rules? What are our school rules? Is it fair not to behave correctly? Why do we have to behave in certain ways? What type of things would a child who is behaving well be doing? Do we have rules at home?</p> <p>Fairness: Sharing What is sharing? Why is it important to share? Do we have to share everything? What do you like to share? Why? Is it fair not to share? How do you feel if someone does not share with you? What do you not like to share? Why not?</p>	Schemes of work: PSHE and Citizenship (LCP) Computing (Scholastic) Science (LCP) Religious Studies (LCP)
	Spring	<p>PSHE and Citizenship Relationships: Relationships at school Who are your friends at school? Why are they your friends? Who do you go to if you have a problem at school? What activities do you like doing with your friends at school? What is different about the students and adults at school?</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Relationships: Relationships at home and in the community What is a family? Are all families the same? Who is in your family? Have you ever visited a hospital, police station etc.? Can you think of any people who help to keep us healthy and safe in the community? How do you feel when you are with your family? Do all members of a family live in the same house?	
	Summer	PSHE and Citizenship Choices: Keeping healthy What does healthy mean? What foods are healthy? What are germs? Why is it important to keep ourselves healthy? Why is it important to wash our hands when we have been to the toilet? Who helps us to stay healthy? What can we do to help keep ourselves healthy? Choices: Being independent What does independent mean? Why do I sometimes feel scared when I have to do things on my own? Why do I have to do some things on my own? What can I do if I cannot do something independently, even if I have tried? How can I be independent?	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p>PSHE and Citizenship</p> <p>Rules: The meaning of rules Appreciation of class rules</p> <p>Who am I?: Identity – what does that mean? Portraits What's in a name? My groups and hobbies Helping hands My dislikes My feelings Managing my feelings</p> <p>Religious Studies Myself: Me! – getting to know each other My favourite things – appreciating that we have specific preferences Who am I? – knowing about our own identity – how we are part of families</p> <p>My feelings – Sharing emotions and opinions This is how I like to do it! – Expressing ourselves in different ways</p> <p>Science Ourselves: Naming body parts and exploring senses</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	PSHE and Citizenship Feelings and relationships: Feelings and relationships Anger Fear Frustration Managing change Happiness and sadness Developing self-confidence Happy endings A new baby Friendship web	
	Summer	PSHE and Citizenship Choices: Making choices Dilemmas Choosing a friend How to play Playing safe Right and wrong: Judgement – Don't judge a book by its cover Truthfulness Telling lies Teasing and bullying Selfishness	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p>Religious Studies Belonging: Family – Appreciating what it means to belong to a family School – Exploring the responsibility of being part of a school Local groups – Thinking about being part of the bigger picture Where I live – Identifying the groups we and others belong to and why My country – Considering the even bigger picture and our responsibilities to this group My world – Looking at the really big picture and widening our boundaries!</p> <p>Computing Sea and Coast: Staying safe at the seaside Keeping private Protecting passwords Being kind online</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>PSHE and Citizenship</p> <p>Rules: The meaning of rules Appreciation of class rules Rules in the home Dangerous household goods Safety in the home Rules for our protection Useful rules Road safety Internet safety</p> <p>Religious Studies Myself: Who am I? – Recognising important people and events in our lives</p> <p>Science Humans: Recognising that humans grow and change</p>	
	Spring	<p>PSHE and Citizenship</p> <p>Rights, respect and responsibilities: What are rights and responsibilities? The right to be safe The right to go to school The right to medical care Care of a baby Looking after a pet Respect The 'Golden rule' The tale of the talkative tortoise</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	PSHE and Citizenship Communities: Family passport Cultural diversity Food from other cultures People who help in our community Packing a bag Then and now Journeys around the world Caring for the environment Community project Computing Pirates: Yo-ho-ho! Pirates Learning about E-safety Friends in person and friends online Treasure map - good points and bad points of searching online Tell me a pirate story- safety online	
Year 3	Autumn 1	<i>Being Me in My World</i> <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 	Jigsaw PSHE for all KS2 units
	Autumn 2	<i>Celebrating Difference</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	<i>Dreams and Goals</i> <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 	
	Spring 2	<i>Healthy Me</i> <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 off-line scenarios • Respect for myself and others • Healthy and safe choices 	
	Summer 1	<i>Relationships</i> <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 	
	Summer 2	<i>Changing Me</i> <ul style="list-style-type: none"> • Family stereotypes • Challenging my ideas • Preparing for transition 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	<i>Being Me in My World</i> <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 	
	Autumn 2	<i>Celebrating Difference</i> <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 	
	Spring 1	<i>Dreams and Goals</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	<i>Healthy Me</i> <ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	
	Summer 1	<i>Relationships</i> <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Showing appreciation to people and animals 	
	Summer 2	<i>Changing Me</i> <ul style="list-style-type: none"> • Being unique • Confidence in change • Accepting change • Preparing for transition • Environmental change 	
Year 5	Autumn 1	<i>Being Me in My World</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	<i>Celebrating Difference</i> <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 	
	Spring 1	<i>Dreams and Goals</i> <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 	
	Spring 2	<i>Healthy Me</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	<i>Relationships</i> <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 	
	Summer 2	<i>Changing Me</i> <ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Growing responsibility • Coping with change • Preparing for transition 	
Year 6	Autumn 1	<i>Being Me in My World</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	<i>Celebrating Difference</i> <ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	
	Spring 1	<i>Dreams and Goals</i> <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 	
	Spring 2	<i>Healthy Me</i> <ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Emotional and mental health • Managing stress 	
	Summer 1	<i>Relationships</i> <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 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<i>Changing Me</i> <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Reflections about change • Physical attraction • Respect and consent • Transition 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7		<i>Settling In and Coping with Change</i> <i>Friendships and Bullying</i> <i>Changing Bodies – Growing Up and Puberty</i> <i>Food for Thought – Health Education</i> <i>An Introduction to Citizenship – Who am I and what are my values?</i> <i>Drugs Education</i> <i>Something's Not Right – Introducing Abuse and Disclosure</i> <i>First aid Training</i>	PSHE Assoc/Hodder/Collins Anti-Bullying Alliance/ Brave the Rage, PSHE Association/ Hodder/Collins Always/Tampax/WUKA/PSHE Association/Hodder/Collins PSHE Association Hodder PSHE Association/Collins PSHE Association St John's Ambulance/Collins

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8		<i>Families, Love and Marriage</i> <i>Human Rights, Prejudice and Discrimination</i> <i>First Aid Training</i> <i>The Rule of Law, Justice, Democracy and Monarchy</i> <i>Becoming a Teenager</i> <i>Drugs Education</i> <i>Self Defence</i>	PSHE Association/Collins/Hodder PSHE Association/Hodder/Collins St John's Ambulance Hodder/Collins/Gov.uk PSHE Association/Hodder/Collins PSHE Association/Hodder/Collins Athena Karate
Year 9		<i>Mental Health and Wellbeing</i> <i>Discrimination, Human Rights and Social Justice</i> <i>Homelessness and Poverty</i> <i>Drugs Education</i> <i>Environmental and Community Responsibility</i> <i>Personal safety</i> <i>An introduction to Sexual health</i> <i>First Aid</i> <i>New Religious Movements</i> <i>Make your own Religion</i>	PSHE Association/Collins/Hodder/Samaritans/Anna Freud Foundation/TED/Childline RAW resources RAW resources PSHE Association/Collins RAW resources PSHE Association/Hodder/Collins/CEOP/Childline/NSPCC PSHE Association/Hodder/Collins St John's Ambulance RAW resources RAW resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10		<i>Sexual Health – Consent, Safe Sex, Contraception, Fertility, pregnancy, birth and Parenthood</i> <i>First Aid</i> <i>Fundamentalism and Extremism</i> <i>Drugs Education</i> <i>Protest and Nuclear Weapons</i> <i>Wellbeing and Body Image</i> <i>Government and Democracy</i> <i>Criminal Justice System/ The Prison System</i> <i>Self Defence</i>	PSHE Association/Collins/BBC resources/Brook/NHS St John's Ambulance RAW resources PSHE Association/Collins/FRANK RAW resources Always Being Me resources/PSHE Association RAW resources RAW resources Athena Karate
Year 11		<i>Female Health, Sexual health and Mental Wellbeing</i> <i>Food for Thought – Health Education</i> <i>The Environment</i> <i>The Value of Life</i> <i>First Aid</i> <i>Drugs Education</i> <i>Medical Ethics – being a Donor</i>	PSHE Association/Collins/NHS PSHE Association RAW resources RAW resources St John's Ambulance PSHE Association/Collins/BBC resources/FRANK RAW resources

Appendix 2 - By the end of Primary School Students should know

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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 2 - By the end of secondary school students should know

TOPIC	STUDENTS 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
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	STUDENTS 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	STUDENTS 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 3 - Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationship 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			