



Relationships and Sex Education Policy

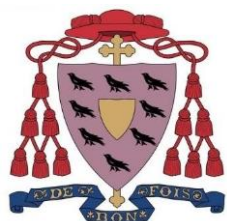
Approved by: G. Kilgour 31.01.23

Last reviewed on: 31.01.23

Next review due by: 31.01.24

Contents

1. Mission Statement



2. Rationale	3
3. General Aims	4
4. Specific Aims	4
5. Statutory requirements	5
6. Policy development	5
7. Definition	6
8. Curriculum	6
9. Delivery of RSE	6
10. Roles and responsibilities	7
11. Parents right to withdraw from Sex Education	9
12. Training	9
13. Monitoring arrangements	9
Appendix 1: Curriculum map	11
Appendix 2: By the end of primary school pupils should know	17
Appendix 3: By the end of secondary school pupils should know	19
Appendix 4: Parent form: withdrawal from sex education within RSE	21

1. Mission Statement

St. Wilfrid's RC College is a Roman Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

We are committed to inspire and develop all members of our community on a journey through faith, learning and support.

We strive to achieve excellence and overcome challenges through mutual respect and consideration, underpinned by Gospel values and the example of Christ.

Faith, learning and support are at the heart of everything we do to ensure that every child fulfils their full God given potential.

2. Rationale

Our Christian understanding of what it means to be human

We are involved in Relationships and Sex Education precisely because of our Christian beliefs about God and about the human person:

- We are made in God's image, Jesus is "Word-made-flesh", all flesh is holy.
- Jesus' command to love is the basis of all Christian morality.
- Humans are created out of love.
- To be human is to relate – we exist in relationship.
- We must live in "right relationships" with the whole of creation.
- There is a need to overcome misunderstanding the distortion of views and values often portrayed by the media.

The Catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in their material or spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school For this reason, the Catholic school, in committing itself to the development of the whole person does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ.

(Ref: The Catholic School on the Threshold of the Third Millennium. Para 9 Congregation for Catholic Education 1997)

3. General Aims

- To lay foundations that help pupils have a properly informed conscience and to grow in relationships.
- To enable pupils to make right judgements and to take appropriate action in the many varied situations in which they may find themselves.
- To give the correct information in a manner relevant to the age and stage of developments of the pupils.

- To respond to questions in a sensitive, but age appropriate way.
- To adopt a sensitive, but nevertheless positive approach – bearing in mind that all pupils do not share the same background.
- To promote gradual and supportive progress in Relationship and Sex Education (RSE) from year 7-13.
- To deepen knowledge of Christ's teaching in order to understand Christian values and develop the ability to make wise judgements in every day dealings with peers, parents, teachers and neighbours etc.
- To build confidence so that they welcome maturity, but at the same time develop increasing awareness of responsibilities that accompany "growing up".
- To develop good communication with parents and parish so that RSE in school is complementary to the teaching and life of home and family

4. Specific Aims

- To help and encourage our pupils to get to know and understand themselves more fully.
- To deepen their awareness and understanding of others.
- To give the pupils a positive view of themselves spiritually, emotionally and physically.
- To teach pupils to understand the physical development of their own bodies and those of the opposite sex.
- To encourage the pupils to understand sexuality within the context of a loving relationship.

5. Statutory requirements

As a secondary academy school we must provide RSE to all pupils (up to the age of 16) 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 St. Wilfrid's RC College we teach RSE as set out in this policy.

6. 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

7. Definition

RSE draws upon the existing knowledge provided by parents, carers and where appropriate, other schools that our pupils have previously attended. We base sex and relationship education on the criteria of our Mission Statement in that we provide a caring atmosphere in which the content can be sensitively and practically delivered. This content is geared to the needs of each individual pupil so enabling them to become independent, make choices and become fully integrated members of society. Full attention is given to the spiritual and moral context of sex education. As Catholic school we help provide the knowledge of sexuality that is focused on the teachings of the Church and their links to our own faith and resultant values. 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 involving a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

8. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account 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.

9. Delivery of RSE

RSE is taught within the PSHE, RE and assemblies. Biological aspects of RSE are taught within the science curriculum.

Within the Relationships module taught in PSHE, the school uses a Diocesan approved programme called 'Life to the Full'. This has been produced by a company called TenTen and is taken from the Model Catholic RSE Programme which has been highlighted by the Department of Education as a work of good practice. Life to the Full, sensitively teaches Relationship, Sex and Health Education (RSHE) rooted in the wisdom and teaching of the Catholic Church.

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

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

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

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).

10. Roles and responsibilities

“The Church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the sensitive area of sexual development”.

(Gaudium et Spec N.52)

“Parents are key figures in helping their children to cope with the physical and emotional aspect of growing up and in preparing them for the challenges and responsibilities sexual maturity brings”.

(DES Circular No. 11/87)

7.1 The governing board

Responsibility for the policy and provision of Sex and Relationship education rests with the governing body. The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The Head teacher carries delegated responsibility and is supported in the oversight of the programme. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 11).

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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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

All staff have some responsibility for the Relationship and Sex education programme, supported by a named member(s) of staff who has the specific responsibility for this area of the curriculum. The named member(s) of staff are responsible for the production of the RSE schemes of work and lesson materials.

7.4 Pupils

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

11. Parents' right to withdraw from Sex 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 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.

12. Training

Staff are supported on the delivery of RSE. Training is provided by Ten:Ten resources a Diocesan approved Catholic education platform which is used to deliver the curriculum and also through South Tyneside Local Authority.

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.

13. Monitoring arrangements

The delivery of RSE is monitored by Mr Logan Deputy Headteacher for Personal Development and Ethos and Mr Given Senior Assistant Headteacher and PSHE Coordinator through:

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. RSE lessons are subject to performance walks and lesson visits.

This policy will be reviewed by Mr Logan annually as part of the school's policy review cycle and in the light of national and local changes.

At every review, the policy will be approved by the governing board.

Policy Review

This policy document will be reviewed in September 2023.

Signed by:

Signed by:

Chair of Governors.

Mrs D Ritchie Headteacher.

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map

	When?	TOPIC/THEME DETAILS
Year 7	Throughout course of year with teaching group rotations.	<ul style="list-style-type: none"> Who Am I? The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Pupils will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons. Changing Bodies Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes. Healthy Inside And Out Pupils identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem. Where We Come From This session enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle. Family and Friends Pupils will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship. My Life on Screen Rooted in the RE teaching that we are made out of love for love, pupils will explore their digital lives and the effect our use of digital technology can have on ourselves and others. Bullying and abuse Pupils focus on recognising bullying and abuse in all its forms and how to report it.
YEAR GROUP	WHEN?	TOPIC/THEME DETAILS

Year 8	Throughout year as part of teaching group rotations.	<ul style="list-style-type: none"> • Created and Chosen <p>This session helps students at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is in God: as people created, chosen and loved by Him. Students will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.</p> <ul style="list-style-type: none"> • Appreciating Differences <p>Building on the teaching that our deepest identity is in God, students will learn about male/female differences including issues such as gender stereotypes, gender identity and gender dysphoria. Students will understand that equality is of great importance, and that we should celebrate our uniqueness. Students will learn about different perspectives regarding gender and transgender identity and they will know that bullying and marginalising others is always wrong because every person is a child of God, worthy of love.</p> <ul style="list-style-type: none"> • Feelings <p>This session explores God's wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Pupils will also learn that God has a plan for sex: that our deepest drive to love and be loved is met through sexual union which is total, faithful and open to the precious gift of life.</p> <ul style="list-style-type: none"> • Before I Was Born <p>This session invites pupils to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.</p> <ul style="list-style-type: none"> • Harmful relationships – prejudice and discrimination <p>Building on themes of equality and celebrating difference, this session addresses themes prejudice and discrimination, both historical and current. Pupils will learn about privilege, 'Protected Characteristics' and how to resist judgement. The session ends with a challenge for pupils to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.</p> <ul style="list-style-type: none"> • Think Before You Share <p>This session explores the social, personal and legal consequences of sharing images of a sexual nature. Pupils will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity.</p> <ul style="list-style-type: none"> • The Wider World <p>Exploring issues of prejudice, discrimination and homophobic bullying. Pupils will learn that we are called to love and respect one another as</p>
--------	--	---

		children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. Pupils will be given the opportunity to examine and commit to change their own behaviour.
--	--	---

YEAR GROUP	When?	TOPIC/THEME DETAILS
Year 9	Throughout course of year with teaching group rotations.	<ul style="list-style-type: none"> • The Search for Love <p>This session begins the Year 9 module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. Pupils will learn that human love is a sign of the “greater love” of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human love that should be delayed until marriage.</p> <ul style="list-style-type: none"> • Love People, Use Things <p>Building on the previous teaching about sexual intimacy, this session explores some key issues for Year 9 pupils regarding sexual desire, casual sex, pornography and masturbation. It will empower pupils to love people and use things, rather than the other way around.</p> <ul style="list-style-type: none"> • In Control of My Choices <p>This session helps pupils to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. Pupils will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.</p> <ul style="list-style-type: none"> • Fertility And Contraception <p>Through interviews with experts and testimonies from couples, pupils will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will also be taught the Church’s teaching on contraception and the value of life, and the specifics of how different contraceptives function.</p> <ul style="list-style-type: none"> • Stable, committed relationships <p>In this session, pupils will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy etc.) leading to teaching about the nature and importance of sacramental Christian marriage. Pupils will also be encouraged to consider their own future relationship plans and give thought to developing the virtues they will need.</p> <ul style="list-style-type: none"> • Consent <p>In this lesson, pupils will learn about non-physical and online consent (physical consent and sexual exploitation are covered in the next session). They will learn that consent given under pressure or coercion is not true consent.</p>

		<ul style="list-style-type: none"> • Knowing My Rights and Responsibilities <p>The final session of the Year 9 programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.</p>
--	--	--

YEAR GROUP	When?	TOPIC/THEME DETAILS
Year 10	Throughout course of year with teaching group rotations.	<ul style="list-style-type: none"> • Authentic Freedom <p>Through a film where a young couple explore issues such as peer pressure, virginity, love, sex and responsibility, this session discusses the objective reality of sex: pregnancy and chemical bonding between two people. A common belief is that ‘personal freedom is doing what you want as long as no one gets harmed’, but this session holds up an alternative perspective: that making a loving gift of self is an ideal worth holding out for, one which leads to authentic freedom.</p> <ul style="list-style-type: none"> • Self-Image <p>This session addresses themes such as body image, body shame and control over sexual urges to explore positive and negative ways of feeling attractive and confident in ourselves. Pupils will learn that true confidence in who we are, including confidence in our bodies, comes from knowing we have dignity – that we are to be valued and respected not because of how we look or what we do, but just by being alive, created by God and called His child.</p> <ul style="list-style-type: none"> • Beliefs, Values, Attitudes <p>Pupils will learn the meaning of the terms ‘beliefs’, ‘values’ and ‘attitudes’, how crucial they are in shaping our choices and that we should interrogate them regularly to ensure we are living the way we intend.</p> <ul style="list-style-type: none"> • Parenthood <p>This session considers what it means to be a parent, including issues such as love, dedication, obligation, commitment, sacrifice and a lifetime of responsibility. Marriage is positioned as the ideal foundation for parenthood and family life, and God as our unconditionally loving Father.</p> <ul style="list-style-type: none"> • Pregnancy and Abortion <p>In this session, pupils are encouraged to develop their own values and attitudes towards abortion, based on teaching about the stages of life in the womb, abortion myths busted by a medical expert, the Church’s teaching and different accounts of people who have experienced abortion. Pregnancies of all kinds, including unplanned and involving</p>

		<p>disability, are positioned as invitations to respond with love to the gift of life.</p> <ul style="list-style-type: none"> • Abuse <p>In this session, pupils learn about physical, emotional, domestic abuse and neglect. The sessions explore danger signs of abuse in relationships and friendships, touching on topics such as consent, entrapment, manipulation, sexual grooming, cyberbullying and pornography. Pupils will identify safe people and places, and they will be taught strategies for dealing with exploitation.</p> <ul style="list-style-type: none"> • Solidarity <p>Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral ecology'. Pupils will learn that how they act on their beliefs, values and attitudes will have an effect on the world around them, for good or bad.</p>
--	--	--

YEAR GROUP	When?	TOPIC/THEME DETAILS
Year 11	Throughout course of year with teaching group rotations.	<ul style="list-style-type: none"> • Self-Worth <p>This first session shows two young people sharing individually about how they experienced a lack of self-respect and dignity as a result of their formative experiences, and then had a lightbulb moment (conversion) through which they began to see their true value. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p> <ul style="list-style-type: none"> • Addiction <p>Pupils will learn how addiction can affect a person's life, Statistics about drugs and addiction and strategies to resist/overcome the pull of short-term highs.</p> <ul style="list-style-type: none"> • Eating Disorders <p>Pupils will learn how pressure, stress and anxiety can contribute to poor emotional health, poor emotional health can manifest in different ways, including eating disorders. The importance of talking about difficulties, their own and those of others. How reducing self-criticism and practicing gratitude can improve mental and emotional well-being.</p> <ul style="list-style-type: none"> • Birth Control <p>Pupils will: consider the counter-cultural idea of saving sex for marriage. Learn more about fertility and contraception, about Natural Family Planning and why it is the method of managing fertility that the Church supports and understand the Church teaching on how love, sex and procreation are intrinsically linked.</p>

		<ul style="list-style-type: none"> • Pornography <p>Pupils will consider: That sexual desire is a positive thing that draws us to truth and beauty. Facts and figures about the porn industry. That amongst many other things, porn: - Gives unrealistic expectations and unhealthy sex education - Harms relationships by fostering selfishness and self-satisfaction.</p> <ul style="list-style-type: none"> • Sexual Health <p>Pupils will consider: How upbringing and peer pressure might have an impact on our choices. Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested. The emotional/psychological impacts of (regularly) engaging in casual sex. How recognising our true value can bring freedom.</p> <ul style="list-style-type: none"> • Coercive Control <p>Pupils will consider: The many forms of coercive control. Why victims might find it hard to leave abusive relationships? Victim blaming and other societal attitudes towards misogyny and sexual violence (including rape). The qualities of a truly respectful, healthy relationship, and support avenues available to them.</p>
--	--	---

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

TOPIC	PUPILS SHOULD KNOW
Families and 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
	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them

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

Appendix 3: By the end of secondary school pupils should know

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

Online and Media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Individual Support Centre.