



# Relationships and Sex Education (RSE) Policy

## Heathlands School



### **Policy Review**

This policy will be reviewed in full by the Governing Board.

The policy was agreed by the FGB Committee on 15.5.24

**Next Review due May 2026**

Co-Headteachers Signature:

Governor Signature:

Date 15.5.24

## **1. Introduction**

Relationships Education (Lower School) and Relationships and Sex Education (RSE) (Upper School) forms part of the overall provision of Personal, Social, Health Education and Citizenship at Heathlands School. RSE is essential if young people are to make responsible and informed decisions about their lives. It is not only concerned with the knowledge and understanding of facts but also with the development of attitudes and values together with personal and social skills.

This is not a task for the school in isolation and we seek to work with parents/carers to ensure that the teaching of RSE reflects their expectations and complements teaching at home.

This policy has been created through consultation with the governing body, parents and the children and young people (C&YP) themselves. This policy reflects the whole school community's values and needs.

## **2. Background**

- 2.1 This policy has been written with reference to the following guidance and advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for September 2021 (Department for Education issued under Section 80A of the Education Act 2002)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- 2.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all children receiving primary (lower school) education and Relationships and Sex Education (RSE) compulsory for all young people receiving secondary education (upper school).
- 2.3 The subject content must be age and developmentally appropriate. The decision to cover any additional content on sex education to meet the needs of children in the lower school will be taken by the class teacher in consultation with the Co-Heads and the Curriculum Lead Teacher for Humanities and Arts.
- 2.4 Heathlands must comply with the relevant provisions of the Equality Act 2010. RSE must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of the C&YP and their parents while always with the aim of providing pupils with the knowledge they need of the law.

- 2.5 Heathlands has a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. (Public Sector Equality Duty – PSED)
- 2.6 It is the responsibility of the Governing Body to ‘promote the well-being of pupils at the school.’ (2006 Education and Inspections Act).
- 2.7 The ‘Keeping Children Safe in Education 2023’ statutory guidance stresses the importance of ensuring there are opportunities to teach safeguarding through RSE (p32-33)  
[assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)
- 2.8 Ofsted is statutorily required under Section 10 of the School Inspections Act 2006 to evaluate and report on the personal development of the C&YP at Heathlands which includes evaluating and commenting on a school’s relationships and sex education policy and delivery.
- 2.9 High quality RSE helps create safe school communities in which C&YP can grow, learn and develop positive, healthy behaviour for life.
- 2.10 It is understood that parents and carers are the prime educators of C&YP on many of these matters. What is taught at Heathlands complements and reinforces this role, building on what C&YP learn at home as an important part of delivering a good education. However, many parents find it difficult to talk to their son/daughter about sex and relationships and it is important that staff work in partnership with parents to ensure all the C&YP get the education they need.
- 2.11 The teaching of sensitive issues may be of concern to both teachers and parents so should be covered by this policy to ensure everyone has clear expectations of what will be taught and when.
- 2.12 This policy should be read in conjunction with the following related policies:
- Child Protection Policy
  - Online Safety Policy
  - Safeguarding Policy
  - Heath House Privacy and Confidentiality Policy
- 2.13 Heathlands must have an up to date copy of this policy available for inspection and for parents/carers who request it as well as be published on the school website.

### **3. Purpose of the RSE Policy**

- 3.1 The policy will be used by teachers to guide their lesson planning and to ensure staff feel confident delivering the topics involved.

- 3.2 Current and future parents can look to see both the RSE curriculum content and the values the school is promoting.
- 3.3 Health professionals and others invited into school to deliver sessions or help and advise our C&YP will be given a copy of this policy before meeting them so they know the aims, objectives and values the school's RSE promotes, agreed teaching methodologies and boundaries for their work at Heathlands.
- 3.4 Any teacher who teaches within the boundaries of this policy is fully protected under the law.

#### **4. Aims and Objectives of RSE**

RSE at Heathlands will:

- 4.1 be a partnership between home and school.
- 4.2 help and support the C&YP through their physical, emotional and moral development.
- 4.3 help the C&YP learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 4.4 allow the C&YP to develop the skills and understanding they need to live confident, healthy and independent lives.
- 4.5 help the C&YP deal with difficult moral and social questions.
- 4.6 promote an understanding of healthy relationships, acceptable behaviour and the right to equal treatment for everyone, including online. This will help to ensure the C&YP treat each other well and go on to be respectful and kind adults.
- 4.7 teach the C&YP to understand human sexuality, to respect themselves and others and have an understanding of consent helping to equip them to make safe, informed and healthy choices about their sexual health.
- 4.8 teach the C&YP the facts about the law, sexuality, and gender identity as well as providing accurate information about the body, reproduction, sex and sexual health.
- 4.9 help the C&YP understand the reasons for delaying sexual activity, particularly with regard to the many pressures they may face today.
- 4.10 ensure the C&YP's views are actively sought to influence lesson planning and teaching.
- 4.11 will allow for open discussions and be relevant to the C&YP at each stage in their development and maturity.

- 4.12 promote equality in relationships and recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.
- 4.13 reduce early sexual activity, teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and bullying.
- 4.14 develop skills to reduce the risk of the C&YP being abused or exploited
- 4.15 develop an understanding about what sorts of behaviour are, and are not acceptable and legal.
- 4.16 teach the C&YP to recognise and report abuse and how to seek advice when they know/suspect something is wrong.

## **5. Responsibilities**

- 5.1 The Board of Governors has the responsibility under equalities legislation (The Equalities Act 2010) and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after.
- 5.2 The Board of Governors must ensure that:
  - all pupils make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - teaching is delivered in ways that are accessible to all pupils with SEND;
  - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
  - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- 5.3 The RSE curriculum at Heathlands should be both culturally appropriate and inclusive of all the C&YP.
- 5.4 Although Heathlands is sensitive to the views held by different cultural groups, we must ensure that the C&YP have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, sexting, forced-marriage and female genital mutilation. It should also cover the concept of, and legislation relating to, equality.
- 5.5 RSE must be accessible for all the C&YP and teachers should be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.

- 5.6 The Co-Heads must ensure that the personal beliefs and attitudes of teachers and staff does not influence the teaching of RSE.
- 5.7 Heathlands staff must be aware of issues such as sexism, misogyny, homophobia and gender stereotypes and take action to build a culture where these are not tolerated.
- 5.8 All members of the Heathlands community know that sexual violence and harassment are not acceptable and are never tolerated. Staff will take any reports of sexual violence and/or harassment seriously.

## **6. Strategy**

- 6.1 Heathlands has a graduated, age appropriate programme of RSE.
- 6.2 Parents will be informed prior to any planned delivery of RSE.
- 6.3 Parents will be offered support in talking to their son/daughter about relationships and sex and how this links to what is being taught in school.
- 6.4 The focus will be equally on boys as girls ensuring both are engaged in activities to match different learning needs.
- 6.5 Teachers may consider teaching certain aspects of the curriculum in single sex groups to ensure C&YP are comfortable and able to learn.
- 6.6 Where possible, the teaching of puberty including menstruation should be addressed before onset.
- 6.7 C&YP with learning needs in addition to deafness will need extra help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- 6.8 Teaching is relevant and sensitive to all C&YP, whatever their developing sexuality.
- 6.9 Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- 6.10 Teachers will be sensitive to the circumstances, and range of family types, of the C&YP when teaching about families.
- 6.11 RSE may be delivered by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors.

- 6.12 Visitors to the school will be made aware of this policy and abide by it at all times when teaching students at Heathlands. They will follow their own professional codes of conduct when in their professional role in a consultation with an individual student.
- 6.13 Outside agencies/visitors will provide lesson plans and resources to the class teacher/subject teacher prior to the lesson being delivered.
- 6.14 Teachers and visitors will abide by the Child Protection procedures at all times. Absolute confidentiality cannot be guaranteed in accordance with the Safeguarding policy.
- 6.15 Teachers need to be aware that effective RSE which increases the C&YP understanding of what is acceptable and unacceptable may lead to a disclosure. Staff who have concerns for a C&YP or suspect that a C&YP is a victim of abuse or is at risk of abuse should report their concerns as outlined in the Child Protection policy
- 6.16 The RSE programme will offer a range of viewpoints (for example abstinence before marriage or abortion) which will enable C&YP to explore and challenge their own views
- 6.17 The teaching of the RSE curriculum will be delivered in PSHCE, Science, Computing and RE lessons as appropriate and in workshops or group sessions with our own staff or visiting speakers.
- 6.18 The Curriculum Lead Teacher (CLT) for Humanities and Arts will monitor the teaching and learning of RSE to ensure that all aspects of the subject are being delivered as planned.
- 6.19 Teachers will be given training and support as necessary.
- 6.20 Should a teacher learn that a C/YP under 16 is having or contemplating having sexual intercourse they must ensure:
- The young person is encouraged to talk to their parent/carer.
  - Any child protection issues are addressed
  - The young person has been adequately counselled and informed about contraception and where he/she can access advice services. (Gillick competency and Fraser guidelines: <https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>)
- 6.21 Outside the teaching situation, health professionals such as school nurses can:
- Give one-to-one advice or information to a young person on a health-related matter including contraception.

- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

## **7. Practice**

- 7.1 Medium Term Plans will be submitted to the CLT prior to teaching RSE.
- 7.2 Letters will be sent out to parents prior to delivering RSE to inform parents of the proposed topics to be covered.
- 7.3 Ground rules will be established in the lessons to protect both staff and C&YP from anxiety and embarrassment by setting clear parameters of what is appropriate and inappropriate to discuss. Talking about their personal experiences and issues during the lesson is not appropriate.
- 7.4 C&YP will be advised on how to access confidential support after each lesson.
- 7.5 The teacher will set up an anonymous question box where C&YP who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.
- 7.6 Inappropriate images or explicit material not directly related to explanation will not be used in lessons. If in doubt, teachers should consult with the CLT or Pastoral Lead for guidance.
- 7.7 Teachers should consider the age and cultural background of students when choosing materials to use in lessons.
- 7.8 C&YP are protected from accessing inappropriate or explicit material on the internet by the Herts Grid but teachers should be aware of the potential dangers of setting research tasks either in lessons or for homework.
- 7.9 When answering questions teachers could:
  - Remind the C&YP of the ground rules if it is too personal
  - Refer them to an appropriate person (school nurse; helpline or outside agency)
  - Acknowledge if he/she does not know the answer and suggest they research the question later.
  - If the question is too explicit, feels too old for the C&YP, is inappropriate for the whole class, or raises concerns about sexual abuse, acknowledge it and promise to attend to it later on an individual basis.
  - Be aware that, given the ease of access to the internet, C&YP whose questions go unanswered may turn to inappropriate sources of information.
- 7.10 If a teacher is concerned that a C&YP is at risk of sexual abuse, he/she will follow the school's child protection procedure.



- 7.11 A range of different teaching and learning strategies will be used: discussions; projects; group, pair and individual work as appropriate
- 7.12 Staff, in liaison with the CLT and Pastoral Head, will consider taking proportional, positive action to deal with particular disadvantages affecting one group (e.g. girls/boys/transgender) because of a protected characteristic. (Provision with the 2010 Equality Act)

## **8. Curriculum**

- 8.1 The statutory parts of the RSE curriculum can be found in Appendix 2.
- 8.2 The Long Term Plans for RSE in the PSHCE curriculum can be found on the school website.
- 8.3 The following aspects of the National Curriculum for Science continue to be mandatory for all students:

Key Stage 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Key Stage 1 - notice that animals, including humans, have offspring which grow into adults

Key Stage 2 - describe the changes as humans develop to old age

Key Stage 3 - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 - hormones in human reproduction, hormonal and non-hormonal methods of contraception, communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

## **9. Working with parents**

- 9.1 Parents are key in RSE because they:
- teach their son/daughter about sex and relationships
  - maintain the culture and ethos of the family
  - help them cope with emotional and physical aspects of growing up
  - prepare them for the challenges and responsibilities that sexual maturity brings.
- 9.2 Parents sometimes need support in:
- understanding the purpose and content of RSE.
  - helping their son/daughter learn the correct names of the body
  - talking with them about feelings and relationships
  - answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

- 9.3 Through regular consultation parents will know that the RSE Programme complements and supports their role as parents and that they can be actively involved.
- 9.4 Parents will know what their son/daughter is being taught and when through so they are prepared for any questions their child may have after the lesson.
- 9.5 Parents do not have the right to withdraw their son/daughter from the primary statutory relationships education (lower school) but can request for they be excused from sex education beyond the national curriculum for science.
- 9.6 The request to be withdrawn from sex education in the primary curriculum will be automatically granted by the Co-Heads.
- 9.7 Parents of young people in the Upper School have the right to request they be withdrawn from sex education but not relationship education up to and until three terms before they turn 16. After this age, if the young person wishes to receive sex education, we will make arrangements to provide sex education within the final year of school without the consent of the parent.
- 9.8 A letter informing parents of the RSE to be taught to their son/daughter will include information about the parents' right to withdraw.
- 9.9 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Co-Heads.
- 9.10 Before granting the parents' request to withdraw from sex education the class/subject teacher and the Curriculum Lead Teacher will discuss the issue with the parents, and if appropriate the child or young person themselves, to clarify the nature and purpose of the curriculum. The discussion will also outline the benefits of receiving this important education and highlight any detrimental effects of being excluded (including the possibility that they may hear the peers' version of what was said in class.)
- 9.11 Except in exceptional circumstances, Heathlands will respect the parents' request for withdrawal from Sex Education. A record of any discussions with parents will be kept on the student's file for reference.
- 9.12 Teachers will support parents who choose to withdraw their son/daughter from RSE by providing materials they can use themselves at home with them. The class teacher will follow up with parents to ensure that the subject matter has been discussed at home at the agreed time.
- 9.13 Arrangements will be made for C&YP who have been withdrawn to be taught in another group for the series of lessons.

- 9.14 This policy has been created through consultation with parents and is available on the website for parents to view.
- 9.15 Staff will organise appropriate workshops when appropriate to assist parents in discussing RSE topics at home with their son/daughter.
- 9.16 Staff should consider inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their son/daughter on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping C&YP safe.

**10. Evaluation and Monitoring**

- 10.1 Class teachers will assess progress using the Heathlands Tracker.
- 10.2 The CLT for Humanities and Arts will monitor curriculum coverage for individual students and groups.
- 10.3 Monitoring of activities, whether provided by school staff, volunteers or external providers will happen in line with the Monitoring and Evaluation Policy.
- 10.4 The opinions of C&YP will be gathered by the CLT, both informally and formally, following activities or PSHCE lessons on an annual basis.
- 10.5 Staff can speak to parents following RSE lessons to ask for feedback.

Glossary of Acronyms	
RSE	Relationships and Sex Education
C&YP	Children and Young People
CLT	Curriculum Lead Teacher
PSHCE	Personal, Social, Health and Citizenship Education

## **Appendices**

### **Appendix 1**

Sample letter informing parents of RSE lessons in class

#### **Relationships and Sex Education**

Dear Parent/Guardian,

I am writing to let you know that this term in PSHCE your son/daughter will be learning about:

(add/delete as appropriate and add in specific learning objectives if necessary)

- Puberty and growing (Sex Education)
- Male/female bodies (Sex Education)
- Personal hygiene (Relationships Education)
- Public and private as well as appropriate/inappropriate touching of body parts, themselves and others. (Relationships Education)
- Relationships: including family, close friends, acquaintances and strangers. (Relationships Education)
- Emotions and feelings (Relationships Education)
- Sexuality (Sex Education)
- Contraception and pregnancy (Sex Education)
- Personal safety and stranger danger. (Relationships Education)
- Sexually Transmitted Diseases. (Sex Education)
- Internet safety, sexting and pornography. (Relationships and Sex Education)
- Issues of consent (Relationships and Sex Education)
- Advice and support (Relationships and Sex Education)

You may want to speak to your son/daughter before the lessons if you feel this is appropriate and will also prepare you for if your son/daughter has questions or starts to talk about these things at home after the lesson(s).

If you have any concerns or queries please do not hesitate to contact me before the lessons commence. If you wish your son/daughter to be withdrawn from the lesson(s) please complete the withdrawal form found in Appendix 3 of the RSE Policy addressed to the Co-Headteachers. (A reminder that Relationships Education is now compulsory for all students at Heathlands)

You may wish to read through the RSE policy which is available on the website.

Yours sincerely

Class Teacher/PSHCE teacher

## **Appendix 2: Statutory Relationships and Sex Education**

### **By the end of primary school (KS1&2) pupils should know:**

#### Families and people who care for me

- 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 Pupils should know

#### Caring Friendships

- 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.

#### Respectful Relationships

- 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

- 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 Pupils should know

### Being Safe

- 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.

### **By the end of Secondary School (KS3&4) pupils should know:**

#### Families

- 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

- 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.

#### Online and media

- 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

- 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

- 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: Permission to Withdraw from RSE lessons (a reminder that from September 2020 Relationships Education is Statutory for all students)**

To be completed by the 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 us to consider			
Parent Signature			
To be completed by the School			
Agreed Actions from discussions with parents			
Staff signature & position			