

	Name of School	NEW WOODLANDS SCHOOL
	Policy review Date	Spring 2023
	Date of next Review	Spring 2025
	Who reviewed this policy?	PSHE lead, safeguarding lead,

Name of Policy: Relationships and Sex Education Policy

Policy Lead: Kira Lye, PSHE Leader

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Provide pupils the correct vocabulary to describe themselves and their bodies
- Ensure children understand that they have rights over their own bodies and how to report concerns and seek advice if they feel or know something is wrong and understand consent

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

Government guidance recommends for schools to teach sex education in an age appropriate way, however Primary schools are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At New Woodlands School we teach RSE as set out in this policy.

3. 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 – the PSHE coordinator and Safeguarding Lead 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 given the topics that are covered and were asked to respond at which age group they felt the topics should be introduced and taught. They were also asked to provide any additional comments they deemed necessary. The reviewed policy and topics that will be taught including when has been posted on the school website. Parents were informed in writing that they can view the policy online and were asked to provide feedback to the PSHE lead or Headteacher.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through question and answer sessions in primary and a written questionnaire in secondary.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. 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 in consultation with parents, pupils and staff, 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. Teachers are trained to avoid bias in their answers and to promote positive cohesion across 'protected characteristics' as set out in the Equality Act (2010). We are aware that staff will not always have the answers but will use resources that are appropriate to answer questions and empower students to make decisions that positively affect their wellbeing.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). All our children are SEND and therefore all lessons are adapted for children with SEN.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education focuses on teaching the understanding of changes that will take place in our bodies, respecting difference and beginning to understand how humans reproduce.

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

Secondary

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

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

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

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

7. Roles and responsibilities

The governing board

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

The PSHE link governor is (TBC)

The headteacher

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

Staff

Staff are responsible for:

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

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

All teachers are responsible for teaching RSE.

Pupils

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

Parents

If parents are unhappy about any aspects in the delivery of RSE they should contact the subject teacher, Headteacher or refer to the complaints policy.

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the 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. The headteacher may arrange for the PSHE coordinator to meet with the parents and share the lesson plans and resources that are used. The purpose is to gain a clearer understanding of the exact materials which parents are unhappy with their children learning about.

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

9. Training

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

The PSHE coordinator and Safeguarding Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored as part of the PSHE curriculum by Kira Lye (PSHE coordinator) through formative and summative assessments which can include but is not limited to pupil assessment using the whole school evidence based Solar assessment programme, data analysis, book scrutinies, learning walks and staff/ pupil feedback questionnaires.

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

This policy will be reviewed by Kira Lye (PSHE Coordinator) Every two years and/or where there is an update in government policies. At every review, the policy will be approved by the Headteacher and the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Topic/theme details	Resources
KS1: year 1 & 2	<p>My Body</p> <p>External body parts:</p> <ul style="list-style-type: none">• Children will be able to list external body parts.• Children will be able to draw round a hand and write a simple description of some things it can do. <p>Internal body parts:</p> <ul style="list-style-type: none">• Children will be able to list internal body parts.• Children will be able to describe what function an internal body part plays. <p>Keeping Clean:</p> <ul style="list-style-type: none">• Children will be aware why we use products such as soap.• Children will discuss what might happen if we do not keep clean.• Children will be able to list parts of the body that need to be regularly cleaned.	Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages. Dot Com PSHE pupil journals and lesson plans.
KS1: year 1 & 2	<p>Life Cycles</p> <p>Different ages:</p> <ul style="list-style-type: none">• Children will discuss development at different stages.• Children will think about the differences between adults and children. <p>Looking after babies:</p> <ul style="list-style-type: none">• Children will be able to identify five things which help a baby when they are crying.• Children will think about strategies they could use to make a baby happy.	Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages. Dot Com PSHE pupil journals and lesson plans.

Year group	Topic/theme details	Resources
KS1: year 1 & 2	<p>Keeping Safe</p> <p>In the house:</p> <ul style="list-style-type: none"> Children will be able to identify unsafe situations. Children will talk about how to make a situation safer. <p>Out and about:</p> <ul style="list-style-type: none"> Children will be able to identify unsafe situations. Children will talk about what to do in an unsafe situation. <p>People who can help me:</p> <ul style="list-style-type: none"> Children will talk about the different people they can call for help. Children will identify someone they feel safe talking to. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS1: year 1 & 2	<p>Feelings</p> <p>Different emotions:</p> <ul style="list-style-type: none"> Children will identify emotions from facial expressions. Children will think about why people feel different emotions. <p>What to do if we feel sad:</p> <ul style="list-style-type: none"> Children will identify when and why someone feels sad. Children will think about someone they can go to who cheers them up when they are sad. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS1: year 1 & 2	<p>Relationships</p> <p>Different families:</p> <ul style="list-style-type: none"> Children will identify that all families contain different types of people. Children will discuss same sex parents. Sometimes family members might transition <p>Friends:</p> <ul style="list-style-type: none"> Children will identify things that make someone a good friend. Children will think about what qualities they would like in a friend. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Vincent the Vixen</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS1: year 1 & 2	<p>Online Technology Safety</p> <p>Taking care online: personal details:</p> <ul style="list-style-type: none"> Children will identify that they cannot see other people who are using their computers at the same time (if they do not use their cameras). Children will learn what personal information they should not tell someone on a computer. <p>Who can help us?:</p> <ul style="list-style-type: none"> Children will identify good choices to make online. Children will think about who they could ask for help if they were worried about something online. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages. Dot Com PSHE pupil journals and lesson plans.</p>
KS1: year 1 & 2	<p>Gender Stereotypes/ Celebrating Difference</p> <p>Similar and different:</p> <ul style="list-style-type: none"> Children will identify similarities and differences. Children will think how they are similar and different to someone else. <p>Toys:</p> <ul style="list-style-type: none"> Children will discuss whether toys marketed at different sexes is a good or bad thing. Children will understand that it is not ok to tease someone for the things they like. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages. Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 3 & 4	<p>My Body</p> <p>Sexual body parts:</p> <ul style="list-style-type: none"> Children will identify the male and female sexual body parts with the correct medical terms. Children will discuss other language they have heard used in connection with these parts of the body. <p>Keeping clean:</p> <ul style="list-style-type: none"> Children will understand why washing is important. Children will know how to keep themselves clean, particularly during puberty. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages. Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS2: year 3 & 4	<p>Life Cycles</p> <p>Growing up and getting older:</p> <ul style="list-style-type: none"> • Children will think about the changes that occur as you get older. • Children will identify some things they like about an older person. <p>Me, myself and I:</p> <ul style="list-style-type: none"> • Children will think about positive attributes they possess and those they aspire towards. • Children will consider what they will need to achieve future goals. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 3 & 4	<p>Keeping Safe</p> <p>Personal space:</p> <ul style="list-style-type: none"> • Children will identify when someone is physically close to someone else and how that feels. • Children will practice communicating with someone who is physically close. <p>Identifying risk:</p> <ul style="list-style-type: none"> • Children will know how to make things less risky. • Children will talk about ways of keeping themselves safe. <p>People who can help me:</p> <ul style="list-style-type: none"> • Children will consider who they would advise other people to speak to. • Children will design a poster showing how to trust somethings. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 3 & 4	<p>Feelings</p> <p>Expressing our feelings:</p> <ul style="list-style-type: none"> • To enable children to identify what happens in our bodies when we feel different emotions. • To understand that it is important to be able to manage these feelings. <p>Managing our feelings:</p> <ul style="list-style-type: none"> • Children will identify self-help strategies for managing strong emotions • Children will be able to do things to make other people feel better. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS2: year 3 & 4	<p>Relationships</p> <p>What makes a good friend?:</p> <ul style="list-style-type: none"> • Children will identify things that they like in their friends. • Children will think about why friendships are important. <p>Getting on with your family:</p> <ul style="list-style-type: none"> • Children will identify that there can be tension in families. • Children will think about things they like about their family. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 3 & 4	<p>Online Technology Safety</p> <p>Photos of myself online:</p> <ul style="list-style-type: none"> • Children will realise how quickly a picture could travel around the world. • Children will think about what pictures they post. <p>Who can help us?</p> <ul style="list-style-type: none"> • Children will know that there is a reporting system on the CEOP website that they can use. • Children will produce a poster on what to do if you something upsets you online. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p> <p>CEOP website and resources.</p>
KS2: year 3 & 4	<p>Gender Stereotypes/ Celebrating Difference</p> <p>Jobs we do:</p> <ul style="list-style-type: none"> • Children will think about different jobs being done by different people. • Children will think about managing strong emotions. • Children will be able to do things to make other people feel better. <p>Mothers and Fathers (including same sex parents):</p> <ul style="list-style-type: none"> • Children will look at traditional gender roles within the home. • Children will think about things they could do to help at home. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS2: year 5 & 6	<p>My Body</p> <p>Puberty:</p> <ul style="list-style-type: none"> • The children will identify the physical changes their bodies go through at puberty. • The children will discuss emotional changes and someone they can talk to if they feel emotional. <p>Periods</p> <ul style="list-style-type: none"> • Children will identify the female sexual body parts and learn how they are involved in monthly periods. • Children will become more familiar with different sanitary protection. <p>Wet dreams</p> <ul style="list-style-type: none"> • Children will understand what ejaculation is. • Children will discuss what they can do when this happens. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Interactive 'Period Game' to encourage empathy and understanding https://www.periodgame.com/</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 5&6	<p>Life Cycles</p> <p>How babies are made- sexual intercourse:</p> <ul style="list-style-type: none"> • Children will understand that a sperm needs to fertilise an egg through sexual intercourse. • Children will know the age of consent. <p>How babies are made- assisted fertility:</p> <ul style="list-style-type: none"> • Children will be aware that a sperm can fertilise an egg through a fertility treatment. • Children will think about other ways children become part of families. <p>Multiple Births:</p> <ul style="list-style-type: none"> • Children will understand the difference between identical and non-identical multiple births. • Children will think about what it is like to care for more than one child of the same age. <p>How babies are born:</p> <ul style="list-style-type: none"> • Children will understand how pregnancy happens. • Children will understand that a womb is needed to achieve pregnancy. • Children will be aware humans gestate for 9 months. • Children will be aware that babies can be born vaginally or through a caesarean section. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS2: year 5&6	<p>Keeping Safe</p> <p>Assertiveness, saying no:</p> <ul style="list-style-type: none"> Children will be aware they have a right to say no. Children will practice saying no. <p>Good and bad touch:</p> <ul style="list-style-type: none"> Children will be able to identify public and private parts of the body. Children will understand they need to give consent to be touched on a private part of their body. Children will talk about what to do if someone touches them without their consent. <p>People who can help me:</p> <ul style="list-style-type: none"> Children will think about who they could talk to if they had a problem. Children will learn the number for ChildLine, 08001111 and understand they can receive confidential advice from them. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p> <p>ChildLine website resources</p>
KS2: year 5&6	<p>Feelings</p> <p>How easy is it to talk about...:</p> <ul style="list-style-type: none"> Children will discuss things that are difficult to talk about. Children will identify ways in which communication could be made easier. <p>Talking to people about how we feel:</p> <ul style="list-style-type: none"> Children will identify we might talk to different people about different things. Children will practice some of the ways of speaking to people about feelings. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 5&6	<p>Relationships</p> <p>Trust:</p> <ul style="list-style-type: none"> Children will identify why trust is important. Children will think about someone they trust. <p>Peer pressure:</p> <ul style="list-style-type: none"> Children will recognise what peer pressure is. Children will think about ways to say no to peer pressure. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS2: year 5&6	<p>Online Technology Safety</p> <p>Social networking and sending pictures:</p> <ul style="list-style-type: none"> • Children will be aware that anything they post on a social networking site will be public. • Children will think about the nature of the pictures they post. <p>Cyberbullying</p> <ul style="list-style-type: none"> • Children will know cyberbullying is as bad as bullying in the playground. • Children will identify someone they could tell if they were a victim of cyberbullying. 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p> <p>CEOPS Website resources</p>
KS2: year 5&6	<p>Gender Stereotypes/ Celebrating Difference</p> <p>Sexual orientation:</p> <ul style="list-style-type: none"> • Children will be aware that there are different sexual orientations. • Children will explore discrimination because of a dividing factor. <p>Discrimination and Equal Opportunities:</p> <ul style="list-style-type: none"> • Children will identify how their age can cause prejudice. • Children will understand that people should not be treated negatively based on their likes or appearances. Introduce children to the Equality Act (2010) 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>
KS2: year 5&6	<p>Families:</p> <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 • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into including who can marry (LGBT, age, consent) 	<p>Growing Up With Yasmin and Tom (FPA) lesson plans, activities and IWB pages.</p> <p>Dot Com PSHE pupil journals and lesson plans.</p>

Year group	Topic/theme details	Resources
KS3: year 7,8,9	<p>Respectful relationships, including friendships:</p> <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 • 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 	Crea8tive Curriculum lesson plans, presentations and work sheets
KS3: year 7,8,9	<p>Online and Media:</p> <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 	Crea8tive Curriculum lesson plans, presentations and work sheets
KS3: year 7,8,9	<p>Being safe:</p> <ul style="list-style-type: none"> • 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) 	Crea8tive Curriculum lesson plans, presentations and work sheets

Year group	Topic/theme details	Resources
KS3: year 7,8,9	<p>Intimate and sexual relationships, including sexual health:</p> <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 • 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 • How the use of alcohol and drugs can lead to risky sexual behaviour 	Crea8tive Curriculum lesson plans, presentations and work sheets
KS4 Year10&11	<p>Families:</p> <ul style="list-style-type: none"> • 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 • 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 	AQA Unit award Brooke

Year group	Topic/theme details	Resources
KS4 Year10&11	<p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> • 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) • 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 	AQA Unit award Brooke
KS4 Year10&11	<p>Online and media:</p> <ul style="list-style-type: none"> • 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 • Similarities between Hollywood and the porn industry: Enable students to critically analyse media and apply to pornography i.e. stunts in films are performed by stunt double, you wouldn't jump off a building without the correct training, so why do an extreme act that you see in porn • 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 	AQA Unit award Brooke
KS4 Year10&11	<p>Being safe:</p> <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 	AQA Unit award Brooke

Year group	Topic/theme details	Resources
KS4 Year10&11	<p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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, termination 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. • There are social stigmas around HIV/AIDs, there are medications such as PEP and PrEP, which allow someone to not transmit the virus. People living with HIV can now live long and healthy lives (but will have to be on long-term treatment) • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about including the difference between treatment VS cure (not all STIs are curable but most can be treated) • 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 	AQA Unit award Brooke

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

Topic	Pupils should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know that sometimes people may divorce and how this can affect the different members of the family.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>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</p>

Topic	Pupils should know
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Topic	Pupils should know
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

Topic	Pupils should know
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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) Promote an intersectional understanding of stereotypes and oppressive societal/individual factors</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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. To be able to apply critical analysis of mainstream media to pornographic content (mentioned previously)</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent/ carer		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: Child x will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom