

Relationships and Sex Education Policy

Horringer Court School



Approved by: [Mrs C Field] **Date:** [14/10/20]

Last reviewed on: [October 2020]

Next review due by: [October 2023]

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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
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Key Stage 2

As an academy school, in Key Stage 2, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 Horringer Court School we teach RSE as set out in this policy.

Key Stage 3

As an academy school, in Key Stage 3, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Horringer Court 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. All staff and parents have been given the opportunity to look at the policy and make recommendations.

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 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.

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 whole school curriculum for both Key Stages 2 and 3, 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 ICT and P.E.

Key Stage 2

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

Key Stage 3

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

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).

7. Roles and responsibilities

7.1 The Governing Board

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

7.2 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 components of RSE (see section 8).

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 non-statutory 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.

Class teachers are responsible for teaching RSE at Horringer Court School. Class teachers are responsible for the delivery of sex education lessons.

7.4 Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of **child protection**. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the school child protection policy. If the teacher has concerns, they will report their concerns to the attention of the Designated Safeguarding Lead/ Headteacher. The DSL/Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

7.5 Children

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

7.6 Parents

The school fully respects that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

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-statutory components of sex education within RSE.

If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Headteacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing.

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

9. Training

SLT/Subject Leads will ensure that class teachers are provided with resources and support to allow them to reach the RSE curriculum. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by designated staff members through:

- Feedback on the PSHE Programme of Study
- Learning walks
- Pupil perceptions

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

This policy will be reviewed by the Senior Leadership Team at least every three years. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

PROGRAMME OF STUDY – PSHE ASSOCIATION

Appendix 1

Year 5 Medium Term Overview

(PSHE Association Cross-Phase Model)

Half term	Topic	In this unit of work, pupils learn...
Autumn 1	Respect and Bullying (Relationships) Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<ul style="list-style-type: none"> • about mutual respect, being polite and how personal behaviour can affect others • how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles • how to behave respectfully online • about stereotypes and how they influence behaviour • about the impact of bullying and hurtful behaviour, including online • strategies for responding to bullying and hurtful behaviour witnessed or experienced • how to challenge discrimination, seek help and report concerns
Autumn 2	Mental Wellbeing (Health and Wellbeing) Taking care of mental health; Managing challenges; Seeking support for themselves and others	<ul style="list-style-type: none"> • about mental health, what it means and how to take care of it • how feelings and emotions are affected at changing, challenging or difficult times • ways of managing these feelings • how to seek support and advice when needed

Spring 1	Staying Safe (Relationships) Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<ul style="list-style-type: none"> • about the role of trust, respect and boundaries in healthy relationships (including friendships and family) • how to recognise if a friendship is making them feel uncomfortable or unsafe • how to maintain and respect privacy and boundaries, including online • how to recognise different types of physical contact and what is, or is not, acceptable • about seeking and giving/not giving permission in different situations • how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM1
Spring 2	Careers (Living in the Wider World) Career types; challenging career stereotypes; enterprise project <i>CROSS-YEAR, GROUP WITH Y7</i>	<ul style="list-style-type: none"> • skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation) • about the range of careers that people can have • about career paths and changing types of jobs over the course of a lifetime • about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay) • to identify the kind of job they may like to do when older • Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role
Summer 1	Substances (Health and Wellbeing) Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<ul style="list-style-type: none"> • about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs) • about the laws regarding the use of substances • about why people choose to use or not use substances • about the mixed messages in the media about substances • how to seek help and about support organisations
Summer 2	Keeping Active (Health and Wellbeing) Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing	<ul style="list-style-type: none"> • about the benefits of exercise to mental and physical health • about risks associated with an inactive lifestyle • to identify opportunities for physical activity • about the benefits of the internet and the importance of balancing time online with other activities • how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer

Year 6 Medium Term Overview

(PSHE Association Cross-Phase Model)

Half term	Topic	In this unit of work, pupils learn...
Autumn 1	Personal Identity (Living in the Wider World) What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<ul style="list-style-type: none">• about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)• how to recognise positive things about themselves and their achievements• how to set goals to help achieve personal outcomes• how to manage setbacks and perceived failures• how to reframe unhelpful thinking• about new opportunities and responsibilities that come from increasing independence
Autumn 2	Puberty and Reproduction (Health and Wellbeing) Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made	<ul style="list-style-type: none">• how to manage change – new roles and responsibilities as they grow up• how to manage the physical and emotional changes that happen during puberty• about adult relationships and the human life cycle• about human reproduction; how a baby is made and how it grows

Spring 1	Health and Hygiene (Health and Wellbeing) Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<ul style="list-style-type: none"> • how choices can affect a healthy lifestyle • about what constitutes a healthy diet and how to plan healthy meals • how bacteria and viruses can affect health • hygiene routines to limit the spread of infection • how to take responsibility for personal hygiene during adolescence • how medicines contribute to health, and how to use them responsibly and safely • how to manage allergies including how to respond in an emergency • about how vaccines and immunisations can prevent some diseases
Spring 2	Managing Change (Relationships) Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<ul style="list-style-type: none"> • how positive friendships can support wellbeing • how friendships change (including context such as moving home or schools) • how to manage change in different contexts (including loss and bereavement) • accessing appropriate support during times of change • about empathy and how people can help to support each other in times of difficulty
Summer 1	Media Literacy (Living in the Wider World) How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<ul style="list-style-type: none"> • about the role of the internet in everyday life • about the positive and negative uses and effects of the internet and social media • how data is shared and used online, and how information can be targeted • how images and information online can be manipulated or invented • strategies to evaluate reliability of sources and identify misinformation • how and why to choose age-appropriate media including TV, film, games and online content • about risk in relation to gambling, including online • how to manage influences in relation to gambling
Summer 2	Friendships and Staying Safe (Relationships) Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online	<ul style="list-style-type: none"> • about opportunities to connect with others, including friends, online • about what it means to 'know someone online' and how this differs to knowing someone face to face • about why someone may behave differently online, including

		<p>pretending to be someone they are not</p> <ul style="list-style-type: none"> • how to manage the risks of communicating online with others not known face-to-face • strategies to respond to harmful behaviour, including online • how to report concerns and access help or advice
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Year 7 Medium Term Overview
(PSHE Association Cross-Phase Model)

Half term	Topic	In this unit of work, pupils learn...
Autumn 1	Economic Wellbeing (Living in the Wider World) Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<ul style="list-style-type: none"> • about financial choices including saving, spending and budgeting • about attitudes and values in relation to finance, including debt and pay day loans • how to manage influences over financial decisions • how to manage emotions in relation to finance • to recognise risk and financial exploitation and access help and advice
Autumn 2	Healthy Lifestyles (Health and Wellbeing) Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<ul style="list-style-type: none"> • how to manage influences on healthy lifestyle choices including diet and physical activity • about the link between sleep and wellbeing • how to maintain healthy sleep habits • how to balance time between school work, leisure, exercise and time spent outdoors and online

		<ul style="list-style-type: none"> • how to manage influences on, and maintain, good oral hygiene and dental health • strategies to manage stress, puberty and the physical and mental changes that are a part of growing up • how to access health services
Spring 1	Substances (Health and Wellbeing) Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	<ul style="list-style-type: none"> • about substance use and misuse, including laws relating to this • about the effects of alcohol, tobacco, nicotine and e-cigarettes • about attitudes and social norms regarding substances • about dependence, including the over-consumption of caffeine-based energy drinks • how to safely use over the counter and prescription medications • how to manage peer influence in relation to substance use
Spring 2	Careers (Living in the Wider World) Developing enterprise skills; The world of work and young people's employment rights; Enterprise project CROSS-YEAR, GROUP WITH Y5	<ul style="list-style-type: none"> • how to be enterprising • about different types of career and work patterns • how to identify abilities and qualities required for different careers • about young people's employment rights • about ethical and unethical business practices and consumerism <p>Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group.</p>
Summer 1	Relationships (Relationships) Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<ul style="list-style-type: none"> • about different types of relationships and the qualities and behaviours associated with positive relationships • about media stereotypes and their effect on relationship expectations • how to manage expectations for romantic relationships • how to manage strong feelings in relationships • how to identify unhealthy relationships and seek support when necessary • about the concept of consent • how to seek and give/not give consent in a variety of contexts
Summer 2	Friendships and Diversity (Relationships) Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online	<ul style="list-style-type: none"> • how to develop self-worth and confidence to support decision making • to manage influences on beliefs and decisions • strategies for managing group-think and persuasion • about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination • strategies to challenge prejudice-based bullying and discrimination • how to access support services in relation to inclusion or discrimination

Year 8 Medium Term Overview

(PSHE Association Cross-Phase Model)

Half term	Topic	In this unit of work, pupils learn...
Autumn 1	Careers (Living in the Wider World) Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<ul style="list-style-type: none"> • how to identify their life and career aspirations • how to identify personal strengths and skills for employment • how to challenge stereotypes and expectations that limit aspirations • about routes into different careers • how to evaluate progression routes • about how a person's online presence can affect employability • how to manage online presence including on social networking sites • how to manage emotions in relation to future employment
Autumn 2	Friendships and Managing Influences (Relationships) Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use	<ul style="list-style-type: none"> • how to manage group friendships • how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour • how to manage personal safety in social situations • how to access support and advice in relation to friendship and peer influence issues • about why young people may join gangs and the consequences of gang behaviour • how to access support in relation to gangs • exit strategies for pressurised situations

<p>Spring 1</p>	<p>Relationships (Relationships) Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health</p>	<ul style="list-style-type: none"> • about relationship norms and expectations • about forming new partnerships and developing relationships • the impact of stereotypes on expectations of gender roles, behaviour and intimacy • about gender identity and sexual orientation • to recognise levels of intimacy, including readiness for sex • about the choice to delay sex and the right to enjoy intimacy without sex • effective communication strategies and consent in intimate situations • the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage • about contraception, its role in preventing pregnancy and sexually transmitted infections • how condoms and the pill are used safely • about the HPV vaccination programme • about FGM and forced marriage, and how to access help and support
<p>Spring 2</p>	<p>First Aid and Keeping Safe (Health and Wellbeing) First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<ul style="list-style-type: none"> • how to manage personal safety, including when out, travelling, at home and online • how to respond in an emergency situation • how to perform basic first aid, including CPR • when and how to safely use defibrillators
<p>Summer 1</p>	<p>Mental Health and Wellbeing (Health and Wellbeing) Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<ul style="list-style-type: none"> • about attitudes to mental health and how to challenge stigma and misconceptions • ways to promote and maintain emotional wellbeing • how to build resilience and reframe disappointments and setbacks • about the impact of social media on mental health and emotional wellbeing • strategies to develop digital resilience • managing influences, including the media, on body image • about unhealthy coping strategies, including self-harm and eating disorders • about healthy ways to manage difficult feelings, challenging

		<p>circumstances, stress and anxiety</p> <ul style="list-style-type: none"> • why, when and how to access support for themselves or others
<p>Summer 2</p>	<p>Moving Forward (Living in the Wider World) Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>	<ul style="list-style-type: none"> • how to review personal strengths and targets • how to identify opportunities to develop strengths and skills • how to set realistic yet ambitious goals for the future • about options available in senior school or key stage 4 • how to manage change and transition, including feelings

Appendix 2: By the end of Key Stage 2 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school (Year 13) 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

