Acorn Education

Relationships and Sex Education Policy

Policy Folder:

Curriculum

Relationship and Sex Education Policy

(To be read in conjunction with the PSHE and Citizenship Policy)

Policy Version	V5
Review Date	Sept 2026
Owner	Ashleigh Walker in Conjunction with Assistant Head- Personal Development

Document History

Version	Comments/amendments	Name	Date
1.0	2020 Issue	Laura Horne	June 2020
2.0	2021 Review	Ryan Barnes	September 2021
3.0	2022 Review	Mike Abbott	September 2022
4.0	2023 Review Noted that Kapow & Jigsaw will be used to deliver content.	Mike Abbott	December 2023
5.0	Government updates; letter example for right to withdrawal; addition of appendices; further edits; policy development plan. Changes out for consultation therefore some aspects may change.	Tom fox	October 2024
6.0	Ownership changed to Ashleigh Walker and Reviewed	Ashleigh Walker	June 25

Contents

1. Introduction

This policy provides us with a framework for meeting statutory requirements and for achieving the school aims of enhancing students' knowledge in Relationship and Sex Education (RSE). The school RSE Policy aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

We are committed to providing a differentiated, broad and balanced programme of RSE education that will benefit all students and to encouraging pupils to develop an enjoyment of this subject.

This RSE policy provides information about the departments policies, objectives and aims and its work which will be helpful to:

- Teaching Staff in the School
- School Leadership Team (SLT)
- Staff Covering RSE lessons

This policy links closely with school polices on:
- Health and Safety
- Drugs Education
- PSHE and Citizenship
- Science
- Behaviour
- Bullying
- Equal Opportunities

2. To establish and entitlement

Red Moor School is an SEMH independent day special school for boys and girls. Students will be placed mainly from Cornwall local authority; they all have an educational health care plan (EHCP). Through their behavioural and emotional difficulties, many have been unable to access an educational curriculum effectively. Therefore, in accordance with the requirements of the National Curriculum we select teaching material from an earlier key stage where it is necessary to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupils' age. The RSE curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and willingness to access learning, an entitlement to learning and development of knowledge, understanding, skills and attitudes necessary for self-fulfilment and growth as an active and responsible member of society. We aim to encourage every pupil to achieve to the best of their ability within an integrated and differentiated programme of study. Opportunities will be given which reflect the requirements of The National Curriculum.

No pupils are disapplied from the requirements of the National Curriculum. It is recognised that we operate within a co-educational school and every effort is made to ensure that the materials used and values implied fully reflect the wider community.

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We recognise our responsibility to provide a broad and balanced curriculum for all pupils. We aim to meet the specific needs of individuals and groups of pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs by creating an effective environment, securing their motivation and concentration, using appropriate assessments, setting achievable targets for learning, valuing the contributions of all pupils, providing a secure environment in which they can contribute confidently.

3. Mission statement

Red Moor School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

4. Aims

At Red Moor School we want our pupils to develop self- awareness, positive self-esteem and confidence. 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, gender identity and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Support students to make safe choices and safeguard themselves against risk by recognising unhealthy relationships, youth produced sexual images (YPSI), sexual harassment and sexual violence and understanding how to report these effectively.
- Teaching will be personalised in the approach taken to meeting student's needs and learning styles.

5. Statutory requirements

With our KS2 pupils we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we 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.

We follow the statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education from Department of Education, 2019 and Keeping Children Safe in Education 2024.

At Red Moor School we teach RSE as set out in this policy. With our primary, secondary aged and post-16 pupils we provide RSE to all pupils as per the Children and Social work act 2017.

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.

We follow the statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education from Department of Education, 2019 and Keeping Children Safe in Education 2024.

2024 update:
https://www.gov.uk/government/news/age-limits-introduced-to-protect-children-in-rshe
In March 2023, the then Prime Minister, Rishi Sunak, announced that the DfE would be conducting a review of RSE statutory guidance. This review followed concerns raised in the Commons by Miriam Cates MP (Con) about "age-inappropriate, extreme, sexualising and inaccurate" material being taught in schools, following an investigation by the New Social Covenant Unit.

The Department for Education published draft revised guidance on RSE and health education on 16 May 2024.

The draft guidance proposes changes to the existing guidance, introducing age limits on the teaching of some issues, and prohibiting teaching about the concept of gender identity. The draft guidance also emphasises the right of parents to see materials used in teaching.

A consultation on the revised guidance was open until 11 July 2024.

2025 update:
In July 2025 the DfE published its formal response to consultation, and set an implementation date: the finalised guidance will become statutory from 1 September 2026 (with the current 2019 guidance in force until 31 August 2026).

3. Policy development

This policy has been developed in consultation with staff and national and local guidance. RMS wishes to develop the RSE policy further in the academic year 2025/26. The consultation and policy development process will involve the following steps:

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1. Review – a working group to work together and look all relevant information including relevant national and local guidance including most up to date guidance

2. Staff consultation – all school staff to be given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy.

4. Pupil consultation – we will investigate what exactly pupils want from their RSE.

5. Ratification – once amendments have been suggested and any edits made, the policy will be shared with governors, lead for RSE at OFG and/or Senior leadership and ratified before publishing the September 2025 RSE policy update.

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

Relationship and Sex Education will predominantly be delivered through timetabled PSHE lessons, as well as aspects being taught through science. The majority of KS1 and KS2 will follow KAPOW online and the majority of KS3 and KS4 will follow JIGSAW online. Both these resources remain up to date with the most current statutory guidance and within their PSHE lessons; they cover the necessary RSE content. See https://www.redmoorschool.co.uk/our-approach/curriculum/personal-development for RSE links to both providers. Some pupils may still study units below their key stage to match their individual needs, and in accordance with personal development and EHCP targets. In the case that there is a need for pupils to cover material ahead of their chronological age recommendations and science lessons, prior permission will be sought from parent or carer.

Our supplementary curriculum for RSE includes the following:
• ASDAN PSHE short course
• AQA UAS awards
• Hanna Tomm RSE specialist (class or individual referrals)
• PSHE interventions with Ashleigh Walker

- Votes for Schools
- PSHE association resources
- Brook resources available online
- Special guests – yearly visit by ADA
- School assemblies

Our main block of curriculum (Kapow and Jigsaw) is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

This year, the curriculum will go through consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Currently, 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; this may involve asking for parental/carer permission beforehand as mentioned above.

Primary sex education will focus on:

- Preparing all students regardless of gender 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 and 2 and visit https://www.redmoorschool.co.uk/our-approach/curriculum/personal-development/

5 members of staff are trained C-card practitioners in line with Brook Cornwall.

6. RSE delivery

KS1 and KS2

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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
> Consent

> Self-worth
> Attraction to others
> Marriage including same sex.

For more information about our RSE curriculum KS1/KS2, see Appendix 1

KS3

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.
> Consent
> Gender and sexual identity
> Online and media, including pornography, sexting and youth produced sexual images.
> Sexual harassment and assault
> Being safe
> Intimate and sexual relationships, including sexual health and contraception for more

information about our RSE KS3 curriculum, see Appendices 2

KS4

RSE develops on previous learning and supports students to make safe choices as they move towards adulthood.
> Respectful relationships, including friendships.
> Gender and sexual identity
> Consent
> Online and media, including pornography, sexting and youth produced sexual images.
> Sexual harassment and assault
> Being safe
> Intimate and sexual relationships, including sexual health and contraception.
> Relationships and sex expectations
> Abortion and the law

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).

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7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to Tracy McEwen

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 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 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 Head of Faculty for Personal Development or HTO our RSE external specialist.

Thomas Fox will oversee the day-to-day planning and delivery of the RSE curriculum under the direction of the Senior Leadership Team (SLT). Other teaching staff will be supported to deliver the RSE curriculum as per the school plans and schedule, including teachers, tutors and learning support assistants.

7.4 Pupils

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

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8. Parents' right to withdraw

Recent changes have led to an increase in calls from teachers for advice on the legal guidelines surrounding the withdrawal of students from sex education and how to communicate with parents about withdrawal.

We encourage all schools to refer to the statutory guidance for full details but have set out below a brief overview of the right to withdraw.

For pupils in KS1/2:
No right to withdraw from Relationships Education or Health education (this includes puberty); Can withdraw from any aspect of Sex Education (other than that taught in National Curriculum Science).

For students in KS3/4:
There's no right to withdraw from Relationships education or Health education (this includes puberty); Parents can withdraw their child from any aspect of Sex Education (other than that taught in National Curriculum Science), up to and until three terms before the age of 16. After that point, students can 'opt in'.

The DfE (2019) Relationships Education, Relationships and Sex Education and Health Education guidance does not stipulate which parts of the content are classified as Relationships Education and which are Sex Education. However, the DfE is clear that parents can only withdraw their children from elements of Sex Education, so for any teaching that the school considers falling within Relationships Education, then parental right to withdraw does not apply. Generally, based on the DfE's Relationships Education, Relationships and Sex Education and Health Education guidance, many schools determine that much of the section, 'Intimate and sexual relationships, including sexual health' provides the bulk of Sex Education and other areas are mostly Relationships and Health Education.

Useful links:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

8.1 Parents Right to View Resources

Following an announcement from Secretary of State for Education on March 2023, parents have the right to view the resources that will be used to teach their children in school. This is to ensure that students can continue these supportive conversations at home.

Parents will be invited to view resources via presentations or parent portal. If parents are unable to view them via these platforms, they have the option to request these in printed form, although would be encouraged to view via the aforementioned platforms to ensure that they are viewed in context. This enables parents to best support students at home with their learning.

Appendix 1: Curriculum map for KS1 and KS2 PSHE/RSE (KAPOW)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	**Responsibility** • Rules • Caring for others: Animals • The needs of others **Community** • Similar, yet different • Belonging **Democracy** • Democratic decisions	**Responsibility** • Rules beyond school • Our school environment • Our local environment **Community** • Job roles in our local community • Similar yet different: My local community **Democracy** • School Council • Giving my opinion	**Responsibility** • Rights of the child • Rights and responsibilities • Recycling **Community** • Local community groups • Charity **Democracy** • Local democracy • Rules	**Responsibility** • What are human rights? • Caring for the environment **Community** • Community groups • Contributing • Diverse communities **Democracy** • Local councillors	**Responsibility** • Breaking the law • Rights and responsibilities • Protecting the planet **Community** • Contributing to the community • Pressure groups **Democracy** • Parliament	**Responsibility** • Human rights • Food choices and the environment • Caring for others **Community** • Prejudice and discrimination • Valuing diversity **Democracy** • National democracy
Economic wellbeing	**Money** • Introduction to money • Looking after money • Banks and building societies • Saving and spending **Career and aspirations** • Jobs in school	**Money** • Where money comes from • Needs and wants • Wants and needs • Looking after money **Career and aspirations** • Jobs	**Money** • Ways of paying • Budgeting • How spending affects others • Impact of spending **Career and aspirations** • Jobs and careers • Gender and careers	**Money** • Spending choices/ value for money • Keeping track of money • Looking after money **Career and aspirations** • Influences on career choices • Jobs for me	**Money** • Borrowing • Income and expenditure • Risks with money • Prioritising spending **Career and aspirations** • Stereotypes in the workplace	**Money** • Attitudes to money • Keeping money safe • Gambling **Career and aspirations** • What jobs are available • Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						• What is identity • Identity and body image

Visit: https://www.redmoorschool.co.uk/our-approach/curriculum/personal-development/ to view RSE mapping document to curriculum overview.

Appendix 2: Curriculum map for KS3 and KS4 PSHE/RSE (JIGSAW)

Year/Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule.Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics. Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support.	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

| **Year 10 (14-15)** | Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement. Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships | Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, work-place expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health. | Impact of physical health in reaching goals, realtionships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability. | Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, sunstances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells | Sustaining long-term realtionships, intimacy, healthy relationship with self, attraction, love, lust. Realtionship choices, ending relationships safely, consequences of realtionships ending e.g bullying, child on child abuse, revenge porn, greif cycle, impact on family. Understanding love, fake news, pornography. | Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Desicion-making, sexual identity, gender, spectrum of sexuality. Stereotypes in romatic relationships, sexual identity and risk, physical and emotional changes, family change, sources to support. |
| **Year 11 (15-16)** | Becoming an adult. Age limits and the law, relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences | | Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, financ-es, budgeting, borrowing, realtionships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parent-ing skills and challenges. Resilience, what to do when things go wrong. | Managing anxiety and stess, exam pressure, concentration strategies, work-life balance. Sexual health, hygiene, self examination. STIs, sexual pressure, fer-tility issues, contracetpion, consent. Pregnancy choices including; adoption, abortion, bringing up a baby, financial implica-tions. Identiying a nrange of risks including rape and strategies for staying safe. Expectations in relationships | Stages of intimate realtion-ships, positive and negative connotations of sex. Spectrum of gender and sexu-ality, LGBT right and protenc-tion under the Equality Act, coming out challenges, LGBT media sterotypes. Child on child abuse, power control and sexual experi-mentation. Forced marraige, honour based violence, FGM and other abuses, hate crime, sources of support. | |

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Appendix 3: By the end of primary school, pupils should know… (NC)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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	• 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

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TOPIC	PUPILS SHOULD KNOW
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

TOPIC	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 • Understanding what female genital mutilation (FGM) is and how to report concerns safely • Where to get advice e.g. family, school and/or other sources

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Appendix 4: By the end of secondary school, pupils should know… (NC)

TOPIC	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

TOPIC	PUPILS SHOULD KNOW
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 identity, 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, sexual assault and rape 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	• 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 • Youth Produced Sexual Imagery, consent and the law. • 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, assault, rape, domestic abuse including coercive control, 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) • How to report concerns safely within school and to outside organisations.
TOPIC	**PUPILS SHOULD KNOW**
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 • That sex should feel pleasurable and should be with someone they trust and respect. • 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) 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 lower inhibitions and risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment including through the C-Card Scheme and Devon Sexual Health

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Head- Personal Development

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Appendix 5: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom