



Magna Academy Poole
an Aspirations Academy

Relationships and Sex Education (RSE) Policy

Part of the whole school 'Personal Development' curriculum

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1. Aims

For students to thrive in an increasingly complex and diverse world, they require the confidence, knowledge and skills to make effective decisions about their lives independently. An effective personal development curriculum will allow our students to develop the attributes they need to stay healthy, be safe, prepare them for life and work as citizens in modern day Britain and help them to develop questioning minds and to challenge injustice.

The aims of relationships and sex education (RSE) at Magna Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of intimacy, sexual development and the importance of health and hygiene
- Help students develop feelings of self-worth, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Teach students how to make appropriate use of online resource and social media
- Teach students in how best to stay safe, help keep others safe and develop their knowledge and understanding of the law.

The aims of the personal development curriculum are to educate our students in:

- Relationships and Sex Education (RSE)
- Physical and Mental Health and Wellbeing
- Staying Safe Online and Offline
- Celebrating Diversity and Equality
- Rights Responsibilities and British Values
- Life Beyond School – Futures Programme

2. Statutory Requirements

From September 2020, the Department for Education (DfE) have made the teaching of Relationships and Sex Education compulsory in all secondary schools where they will be required by law to follow it. The [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#). However, due to the Covid-19 pandemic the DfE have stated that schools who assess that they are prepared to deliver teaching and have met the requirements set out in the statutory guidance are encouraged to begin delivering teaching from 1 September 2020, or whenever is practicable to do so within the first few weeks of the new school year. Because of the lost time and competing priorities should aim to start preparations to deliver the new curriculum and to commence teaching the new content no later than the start of the summer term 2021.

As a secondary academy we must provide RSE to all students as per section 34 and 35 of the [Children and Social work act 2017](#). All secondary schools are required to comply with relevant requirements of the [Equality Act 2010](#) and pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act). 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 Magna Academy we teach RSE as part of our ‘Personal Development’ curriculum as set out in this policy and will support the personal development of students from Year 7 to Year 13.

3. Policy Development

This policy has been developed in consultation with students, parents/carers and staff. The consultation and policy development process involved the following steps:

1. Review – a member of the senior leadership team collating all relevant information including relevant national and local guidance.
2. Staff consultation – all staff were invited to complete a community survey to gain their insight into developing an appropriate personal development and RSE curriculum for the community. All staff were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
3. Parent/carer consultation – all parents/carers were invited to complete a community survey to investigate exactly what the community want from the personal development and RSE curriculum. Interested parties were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
4. Student consultation – all students were invited to complete a community survey to investigate exactly what the community want from the personal development and RSE curriculum. Interested parties were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
5. Primary school leaders consultation – school leaders were invited to complete a community survey to gain their insight into developing an appropriate personal development and RSE curriculum for the community with a focus on cross-phase transition.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definitions

At Magna Academy RSE is about students learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It should equip students with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our Personal Development curriculum is set out as per Appendix 1. The academy may need to adapt the curriculum delivery when necessary to ensure we are meeting the needs of our students and the community. The education will be of high quality, evidence based and appropriate having regard to the age, SEND/SEMH and the religious background of our students.

We have developed and tailored the curriculum, in line with the Aspirations Academy Trust ‘Wellness Curriculum’, through a detailed consultation process with students, parents/carers, staff and primary school leaders, taking into account the age, needs and feelings of students and their families in our community. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Our provision provides a clear progression from what is taught at primary school. Please see appendix 2

6. Delivery of RSE

6.1 RSE is taught as an integral part of our whole school Personal Development curriculum. In line with the Academy’s academic curriculum the school year is broken into six equal parts known as ‘units’. In each unit students will cover six personal development objectives. Each student will receive two 30 minute personal development lessons per week throughout each unit. The sessions will be delivered by tutors, and when necessary through assemblies and workshops by working with external organisations. This will enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with our students.

The integrated RSE lessons will focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds to best prepare students for the opportunities, responsibilities and experiences of adult life.

The overarching RSE themes include:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The law and the wider legal implications

6.2 Relationships Education, RSE and Health Education complement several national curriculum subjects.

- Citizenship at key stages 3 and 4, as part of our personal development curriculum, aims to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students’ awareness and understanding of democracy, government and how laws are made and upheld
- Science at key stage 3 and 4, includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS
- Information Technology at key stage 3 covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This

includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support

- In Practical Physical Education PE we aim to ensure that students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives
- From September 2020 we committed to working towards the full delivery of the Religious Education agreed syllabus for Bournemouth, Poole and Christchurch. This will contribute to our student's education by provoking challenging questions about the meaning and purpose in life. Students will also have the opportunity to grapple with issues around morality, other world views and to consider different perspectives which complements our wider personal development curriculum offer.

6.3 Magna Academy recognises that it is essential that RSE must be accessible for all students. This is particularly important for when we are planning for and teaching students with special educational needs and disabilities who represent a large minority of students. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful that some students are more vulnerable to exploitation, bullying and other issues and as a result RSE can be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs.

In our delivery we ensure that we comply with the relevant provisions of the [Equality Act 2010](#). Under the Equality Act, there are nine protected characteristics that we take into consideration when planning and delivering our RSE curriculum so that the topics and content that are appropriately handled and accessed. The nine protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Provisions within the Equality Act allow us to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. We will, where appropriate or necessary, put in place additional support for students with particular protected characteristics to ensure accessibility of the curriculum.

7. Roles and Responsibilities

7.1 The governing board - The governing board has delegated the approval of this policy to the Principal

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

7.3 Staff – Tutors/subject teachers do not have the right to opt out of teaching RSE. Tutors who have concerns about teaching RSE are encouraged to discuss this with the Principal and/or member of the senior leadership team responsible for overseeing personal development. In support of sensitive RSE issues/content being covered the Academy, where possible, will seek the involvement of a suitably trained member of internal staff or external organisation/professional to deliver directly to a whole year group. This could be in the form of assemblies or focus events. Tutors/subject teachers are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual students
- responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

7.4 Students - Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students will be reminded of the expectations at the start of each personal development curriculum lesson and any additional year group assemblies or focus events.

8. Parents'/Carers' right to withdraw from the components of sex education within RSE

Parents/Carers have the right to withdraw their children from the 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. Please note that students cannot be withdrawn from the relationships and health education components with RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal. Once received the Principal will discuss the request with parents/carers followed by relevant colleagues before action.

A copy of withdrawal requests will be placed in the student's educational record as part of our extended pastoral support and monitoring provision.

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

9. Training

Staff are regularly trained on the delivery of RSE as part of their induction, fortnightly tutor team meetings, additional on-line courses and it is included in our continuing professional development calendar. All resources are centrally planned and shared for consistent delivery in line with statutory DfE objectives, National [PSHE Association](#) guidance and [Cre8tive](#) curriculum resources.

In the context of quality of delivery and implementation, our training will support our staff in:

- building the knowledge and skills of teachers and leaders and what support they may require
- understanding and disseminating evidence-based good practice
- developing high-quality resources having regard to the age, SEND and the religious background of our students
- creating the right level of focus to raise the status of RSE across the Academy

The Assistant Principal responsible for the personal development curriculum 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 and impact on student development of RSE is monitored by the Assistant Principal responsible for personal development through:

- planning scrutinies with the pastoral and safeguarding teams in each unit
- regular lesson drop-ins with low stakes feedback
- student/parent/carer forums and focus group feedback
- Student Personal Development Workbooks for each unit – weekly RAG self-reflection

- end of unit multiple choice self-quizzing opportunities
- annual student/parent feedback via on-line Google form survey
- reviewing academic and pastoral data including:
 - attitude to learning (A2L) across all subjects
 - attendance, punctuality and rate of positive/house point figures
 - number of, and attendance to, enrichment activities and recognised awards
 - attendance figures to whole school community events and parents evenings
 - rate of negative points, detentions, isolations and exclusions
 - safeguarding referrals, reports of abuse, confidentiality and reactive referrals to external agencies
 - destinations

This policy will be reviewed annually to ensure that a contemporary programme is evolving to serve the needs of the community. At every annual review, the policy will be approved by the governing board and Principal after a full student, staff, parent/carer and primary school leader consultation process in line with section 3 in this policy.

11. Links to other academy policies

Personal Development

Careers – Futures

Spiritual, Moral, Social and Cultural (SMSC)

Anti-Bullying

E-Safety

Equalities Scheme

IT Acceptable Use

Special Education Needs

Appendix 1: Personal Development Curriculum Overview

Intent, Implementation and Impact.

Intent:	For students to thrive in an increasingly complex and diverse world, they require the confidence, knowledge and skills to make effective decisions about their lives independently. An effective personal development curriculum will allow our students to develop the attributes they need to stay healthy, be safe, prepare them for life and work as citizens in modern day Britain and help them to develop questioning minds and to challenge injustice. Key: *Department for Education Statutory Objective or Gatsby Benchmark, **Assembly and/or external organisation delivery					
Implementation	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Staying Safe Online and Offline Gangs* Staying Safe Online* Social Networks Fortnite and Safety in Gaming Drugs – Alcohol, Nicotine, E-Cigs, Vaping and Shisha Energy Drinks and Caffeine Why not to Carry a knife	Health & Wellbeing Introduction to Puberty* Puberty – Girls/Boys** Personal Hygiene* Growing Up (Menstruation and FGM)* Puberty - Assertiveness, consent & Hormones* Puberty - Self Esteem & Empowerment*	Celebrating Diversity & Equality What is your identity Nature Vs Nurture The Equality Act* Breaking Down Stereotypes* Multicultural Britain Prejudice and Discrimination* Challenging Islamophobia*	Relationships and Sex Education Consent and Boundaries* Managing Friendships & Relationships* What Makes a good Friend* Respect and Relationships* Being positive + Self Esteem* Peer Pressure and Influence*	Rights, Responsibilities & British Values Politics + Parliament* Why is politics important* How is the country run* Setting up a Party* Campaigning* Big Debates* Exploring Parliament*	Life Beyond School – Futures Importance of sleep and Relaxation* Getting to Know People* Transition Point in Your life* Careers and your Future* Financial Education* What is Your Community*
Year 8	Staying Safe Online and Offline County Lines - What is it (Gang Culture) County Lines - Who is at risk Substance Misuse* Grooming (Boys & Girls)* Drugs - Alcohol and Society* Cyber Bullying and online safety** CEOP Lesson*	Relationships and Sex Education Sexual Orientation* What is Gender Identity* What is RSE* Dealing with Conflict* Healthy Respectful Relationships* What is Love?* Introduction to Contraception** Periods and Menstrual Cycle**	Health & Wellbeing Health & Wellbeing* Child Abuse (Physical and Emotional and Neglect)* Types of Bullying & Responding to Bullying* What is Mental Health?* Positive Body Image* Healthy Eating and cholesterol* Stress What is it L1*	Life Beyond School – Futures What are enterprise Skills* Proud to be me Careers interests and Jobs* Boosting Self Esteem Labour Market Information* Exploring Careers*	Celebrating Diversity & Equality LGBTQ+ What is it LGBQ + Homophobia in society Support someone (LGBTQ+ focus) LGBTQ+- challenging Homophobia Transphobia LGBTQ+ Coming out	Rights, Responsibilities & British Values Desert Island Making Decisions Criminal, Laws and Society* Desert Island Living Desert Island Living Complete How are laws made in society* Prison, Reform and Punishment*
Year 9	Health & Wellbeing What is a Penis - Body confidence** What is a vulva - Body Confidence** HBT - Bullying in all its forms* Dealing with Grief and Loss (& stages)	Relationships and Sex Education FGM and the Law* Y9 Sexual consent & Law& Pleasure and Masturbation* Delaying Sexual Activity* Why have Sex?**	Relationships and Sex Education Treating STI's & clinics* Contraception - Fact Hunt / Show & Tell* Contraception - Condom lesson* Contraception Explored*	Staying Safe Online and Offline Introduction to Drugs Education* Drugs - Cannabis Products Drugs and their* Classifications Drugs - Illegal Drugs (Party Drugs)*	Life Beyond School – Futures Year 9 Options process Failure to Success* Social Media and Online* Stress FOMO* First Aid - How to Administer CPR* (Defibrillators)	Rights, Responsibilities & British Values Conspiracy & Fake News Extremism in all its forms* Terrorism (Far Right & Islamist)* What are British Values* The Radicalisation Process*

	Media and Air brushing* (unrealistic Body image Expectations) How Self Esteem Changes* Cancer Prevention + Healthy lifestyles*	Relationships and partners* What are STI's? (Main Types)*	Sexual Harassment & Stalking* HIV and AIDS* HIV - Discrimination and Prejudice*	Drugs Illegal - (Class A and B)* Volatile Substance Abuse* Different Types of Addictions*	Importance of Happiness - Improving Mental Health)* Anger Management Employment & Financial Management* Importance of saving money*	How does Counter Terrorism Work? Anti- Semitism* Celebrating Diversity & Equality assembly themes
Year 10	Health & Wellbeing Child Sexual Abuse (CSE)* Screen Time & Safe use of Mobile Phones* Suicide (Thought and Feelings)** Self-Harm (Causes and Support available) Common Types of Mental Ill Health (Anxiety, Stress and Depression)* Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)*	Relationships and Sex Education FGM* Sexting 'Nudes and Dick Picks'** Online Pornography (Myths vs Reality)** Domestic Abuse and Domestic Violence* Sexualisation of the media* Unhealthy Relationships, Sexual Assault and Rape* Porn and its impact on Society - Lesson 2*	Life Beyond School – Futures Instagram Generation (Its Ok to feel down)* Targeted Advertising – Online* Marriage - What is it?* (Forced Marriage) Consumer Protection & rights Rights and Responsibilities* Employment Rights* Understanding a Payslip*	Rights, Responsibilities & British Values Critical thinking & Fake News LGBT + British Values* What is a cult Exploring British Values* Human Rights and their Importance* Balancing Human Rights*	Celebrating Diversity & Equality World Issues - International Organisations Brexit Aid and Supporting other countries Fair Trade Peace and War + Conflict Women's Rights #MeToo and Times Up Movement	Staying Safe Online and Offline Honour Based Violence* Forced Marriage + Breast Ironing + Flattening* Online Gambling (Games In App Purchases)* Social Media Validation* Keeping your data safe (social Networks)* Causes of Knife Crime Modern Day Slavery*
Year 11	Relationships and Sex Education Peer on Peer Abuse* Fertility - what impacts it* Alcohol, Parties and Bad Choices* Importance of Sexual Health* Revisiting Contraception** Respect Love and Relationships Revisiting STI's	Life Beyond School – Futures Post-16 Options process Time Management – Technology* LGBT (rights across the World)* Dealing With Exam Stress & Anxiety Social Media Validation Vs Reality* Writing a Personal Statement* CV Writing*	Health & Wellbeing Physical Health - Cancer (Testicular)* Physical Health - Cancer (Cervical and Breast)* Organ donation and Blood Donation* Teenage Pregnancy – Choices* Abortion (Laws, Moral, Thoughts and Feelings)* RSE Love and Abuse*	Staying Safe Online and Offline Virtual Reality + Live* Streaming + Gaming* Drugs - Substance Addiction* Drugs - New Psychoactive Substances (Old Legal Highs)* Drugs - Festivals and Nitrous Oxide* Drugs and the War on Drugs* Cosmetic and Aesthetic procedures Online Reputation and Digital Footprints*	Drop Everything and Revise (Year 11 DEAR) Examination preparation Time management Dealing With Exam Stress & Anxiety	Exam Season
Year 12	Health & Wellbeing Exploring Heath & Wellbeing Cholesterol Levels & Healthy Consumption Vaccinations & Immunity Healthy Eating Habits Dental Hygiene and	Life Beyond School – Futures Post 18 Options Explored Planning for the future Personal Branding Writing a personal Statement CV Writing Application forms	Positive Wellbeing Dealing with Depression Stress and Exam Performance Dealing with anxiety Fears, Phobias and Anxiety Sleep hygiene and mental health Promoting	Drugs & Risk Education Alcohol Safety Substance misuse Drugs and their effects Synthetic Cannabinoids England and Wales drug classifications LSD Explored MDMA and Ecstasy Explored (Drug user Documentaries)	Health, Safety & Diversity Diversity and Equality in the UK Toxic Masculinity & men Knife Crime and Society Managing my Anger and frustrations How is Cancer diagnosed?	Personal Finance Taxes and the UK Banks, Building Societies and Money Types of Employment P45 and P60 Different types of debt Income and State benefits

	Tooth decay Exploring Different Eating Disorders Managing stress in daily situations and school	uncovered Interview preparation	emotional wellbeing Resilience and growing up		Medical Ethics &	Role of Trade unions & Employment Rights Types of Insurance and Assurance
Year 13	Life Beyond School – Futures Post 18 Options Explored Planning for the future Personal Branding Writing a personal Statement CV Writing Application forms uncovered Interview preparation	Personal Finance Payment methods used in the UK Managing a household budget Borrowing money and the risks Value for money and Making more of it Going abroad and understanding foreign currency Inflation and our pockets Calculating foreign exchange rates	Relationships & Sex Education Porn and its impact on society Fertility and what impacts it Respect & Relationships Importance of Sexual Health Revisiting contraception Revisiting STI's Menstrual Charting and your body (Alcohol & Society)	Emotional Wellbeing Causes of Mental Health Looking after yourself first Importance of Physical health & Exercise Improving body image & Exploring Appearance ideals Stress and Life Events, exercise and Sleep Striking a balance in life	Drop Everything and Revise (Year 13 DEAR) Examination preparation Time management Dealing With Exam Stress & Anxiety	Exam Season
Impact:	<ul style="list-style-type: none"> Student/Parent/Carer forums/focus group feedback and annual student/parent feedback via on-line google form survey Student Personal Development Workbooks for each unit – weekly RAG self-reflection End of unit multiple choice tutor group and family quizzing opportunities Reviewing academic and pastoral data including: <ul style="list-style-type: none"> attitude to learning across all subjects attendance, punctuality and rate of positive point figures number of, and attendance to, enrichment activities and recognised awards attendance figures to whole school community events and parents evenings rate of negative points, detentions, isolations and exclusions Safeguarding referrals, reports of abuse and reactive referrals to external agencies Destinations Data 					
	Curriculum Delivery: Each unit students will cover six personal development objectives across two 30 minutes tutor periods of personal development time per week. The sessions will be delivered by tutors and when necessary through assemblies and by working with external organisations**. Students will have access to a workbook per unit and self-reflection activities. At the end of each unit tutor groups will experience a group-quizzing activity to maximise their understanding. Family quizzing will be shared at the end of each unit to reinforce the understanding of the community.					

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

RSE TOPIC	STUDENTS 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
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

RSE TOPIC	STUDENTS KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

RSE TOPIC	STUDENTS 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
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 and 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

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

Appendix 4: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Year/TG	
Name of parent/carer		Date to be withdrawn	From: To:
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			