



Exmouth  
Community  
College  
Academy Trust

## RELATIONSHIPS AND SEX EDUCATION POLICY

Policy Details	Date
Written by	
Reviewed by	Henri Miles
Ratified by	Curriculum
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## **1. Aims**

The aims of relationships and sex education (RSE) at Exmouth Community College is to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Reinforce our values of integrity, resilience, honesty and respect and ensure students know how to be healthy and stay safe.

## **2. Statutory requirements**

As a secondary academy school we must provide RSE to all students 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. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

At Exmouth Community College we teach RSE as set out in this policy.

## **3. Policy development**

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations and given the opportunity to undertake training in June 2020.
3. Parent consultation – this was carried out remotely in March 2020. The governors have been consulted on the policy in June 2020.
4. Student consultation – Students were asked during June 2020 what they want to be included in their RSE.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

## **4. Definition**

RSE is about the emotional, social and cultural development of students, 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 adapt it as and when necessary with appropriate consultation.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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 curriculum will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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

## **6. Delivery of RSE**

RSE is taught within the Lesson 42 curriculum and delivered by tutors who know the students well. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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 Principal to account for its implementation.

## **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 components of RSE (see section 8).

## **7.3 Staff**

The staff delivering RSE are the tutor of the students, Science teachers and RE Teachers. Staff 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 wish them to be withdrawn from 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 Principal and training/support will be available.

## **7.4 Students**

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

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

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

## **8. Training**

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

The Principal 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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Nathan Wright supported by HOYs and SLT through: Learning walks, work looks, student voice.

Students' development in RSE is monitored by class teachers.

This policy will be reviewed by Henrietta Miles DSL annually. At every review, the policy will be approved by the Governing Board.

## Appendix 1

### Our RSE Curriculum

Extracts from L42, RPE and Biology

#### Lesson 42

	Autumn	Spring	Summer
7	<ol style="list-style-type: none"> <li>1. <b>Introduction to Lesson 42</b></li> <li>2. <b>Relationships: Bullying</b> <ul style="list-style-type: none"> <li>• What is Bullying?</li> <li>• Why do Bullies Bully?</li> <li>• Cyber-bullying</li> <li>• Anti-bullying</li> </ul> </li> <li>3. <b>Health &amp; Well-being: Safety</b> <ul style="list-style-type: none"> <li>• Run. Hide. Tell.</li> </ul> </li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• World Mental Health Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: British Values</b> <ul style="list-style-type: none"> <li>• What are British Values?</li> <li>• Faith and British Values</li> <li>• Democracy @ ECC</li> <li>• Student Voice Council Election</li> </ul> </li> <li>3. <b>Wider World: Careers</b></li> <li>4. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• LGBT History Month: That's So Gay!</li> <li>• International Women's Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Health &amp; Wellbeing: Safety</b> <ul style="list-style-type: none"> <li>• Beach Safety (RNLI)</li> </ul> </li> <li>3. <b>Relationships: SRE</b> <ul style="list-style-type: none"> <li>• Families and relationships</li> <li>• Respect in healthy relationships</li> <li>• Domestic violence</li> <li>• Handling Change</li> <li>• Puberty &amp; Menstruation</li> </ul> </li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• Mental Health Awareness Week 2020</li> </ul> </li> </ol>
8	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Relationships: SRE</b> <ul style="list-style-type: none"> <li>• Gender Identity</li> <li>• Sexual Orientations</li> <li>• Relationship Issues</li> <li>• Screening: FREE</li> <li>• Consent</li> <li>• Sexting</li> </ul> </li> <li>3. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• World Mental Health Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Health &amp; Wellbeing: Lifestyle</b> <ul style="list-style-type: none"> <li>• Healthy Living</li> <li>• Healthy Eating</li> <li>• Being active</li> </ul> </li> <li>3. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• Asylum and Refugees</li> </ul> </li> <li>4. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• LGBT History Month</li> <li>• International Women's Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: Careers</b></li> <li>3. <b>Relationships: SRE</b> <ul style="list-style-type: none"> <li>• Committed Relationships, Partnerships and Marriage</li> <li>• Healthy and unhealthy relationships</li> <li>• Breakups</li> </ul> </li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• Mental Health Awareness Week 2020</li> </ul> </li> <li>5. <b>Wider World: British Values (Democracy)</b> <ul style="list-style-type: none"> <li>• Student Voice Council Election</li> </ul> </li> </ol>
9	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Health &amp; Well-being: Substances</b> <ul style="list-style-type: none"> <li>• Dangers of Smoking</li> <li>• Smoking Addiction</li> <li>• Vaping</li> <li>• Binge Drinking</li> </ul> </li> <li>3. <b>Wider World: Careers</b></li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• World Mental Health Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: Extremism</b> <ul style="list-style-type: none"> <li>• Radicalisation</li> <li>• Prevent</li> </ul> </li> <li>3. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• Black Lives Matter</li> <li>• The Hate U Give (Screening)</li> </ul> </li> <li>4. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• LGBT History Month</li> <li>• International Women's Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Health &amp; Well-being: Drugs</b> <ul style="list-style-type: none"> <li>• County Lines</li> </ul> </li> <li>3. <b>Relationships: SRE</b> <ul style="list-style-type: none"> <li>• Sexual Health and STIs</li> <li>• Being Responsible/Contraception</li> <li>• Chem Sex</li> </ul> </li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• Mental Health Awareness Week 2020</li> </ul> </li> <li>5. <b>Wider World: British Values (Democracy)</b> <ul style="list-style-type: none"> <li>• Student Voice Council Election</li> </ul> </li> </ol>
10	<ol style="list-style-type: none"> <li>1. <b>Wider World: Careers</b></li> <li>2. <b>Relationships: Bullying</b> <ul style="list-style-type: none"> <li>• Banter vs. Bullying</li> <li>• Cyber-bullying</li> <li>• Screening: Odd One Out</li> </ul> </li> <li>3. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• World Mental Health Day</li> </ul> </li> <li>4. <b>Health &amp; Well-being: Safety</b> <ul style="list-style-type: none"> <li>• Run. Hide. Tell.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Relationships: SRE</b> <ul style="list-style-type: none"> <li>• Sex: An Introduction</li> <li>• Sexual Consent</li> <li>• Pornography</li> <li>• Pregnancy, Termination &amp; Miscarriage</li> </ul> </li> <li>3. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• LGBT History Month</li> <li>• International Women's Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• Microaggressions</li> </ul> </li> <li>3. <b>Wider World: Crime</b> <ul style="list-style-type: none"> <li>• Violence</li> <li>• Knife Crime</li> </ul> </li> <li>4. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• Mental Health Awareness Week 2020</li> </ul> </li> <li>5. <b>Wider World: British Values (Democracy)</b> <ul style="list-style-type: none"> <li>• Student Voice Council Election</li> </ul> </li> </ol>
11	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Health and Wellbeing: Body Image</b> <ul style="list-style-type: none"> <li>• What is Body Image?</li> <li>• Positive Body Image</li> <li>• Screening – No Body's Perfect</li> <li>• Body Shaming</li> </ul> </li> <li>3. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• World Mental Health Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: Careers</b></li> <li>3. <b>Wider World: Development</b> <ul style="list-style-type: none"> <li>• Study Skills</li> <li>• Revision</li> <li>• Managing Exam Stress</li> </ul> </li> <li>4. <b>Wider World: Equality</b> <ul style="list-style-type: none"> <li>• LGBT History Month</li> <li>• International Women's Day</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wider World: GROW</b></li> <li>2. <b>Wider World: Personal Finance</b> <ul style="list-style-type: none"> <li>• Credit vs. Debit</li> <li>• Budgeting</li> <li>• Controlling Spending</li> <li>• Tax and National Insurance</li> </ul> </li> <li>2. <b>Health &amp; Well-being: MH</b> <ul style="list-style-type: none"> <li>• Mental Health Awareness Week 2020</li> </ul> </li> </ol>

## RPE

Extract from the AQA GCSE Curriculum which every student studies from Year 9

### Themes

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

#### Theme A: Relationships and families

The Themes units are very helpful in delivering our responsibilities to SMSC, Prevent and British Values.

- Contraception.
  - Sexual relationships before marriage.
  - Homosexual relationships.
- Sex, marriage and divorce
- Human sexuality including: heterosexual and homosexual relationships.
  - Sexual relationships before and outside of marriage.
  - Contraception and family planning.
  - The nature and purpose of marriage.
  - Same-sex marriage and cohabitation.
  - Divorce, including reasons for divorce, and remarrying.
  - Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
- Families and gender equality
- The nature of families, including:
    - the role of parents and children
    - extended families and the nuclear family.
  - The purpose of families, including:
    - procreation
    - stability and the protection of children
    - educating children in a faith.
  - Contemporary family issues including:
    - same-sex parents
    - polygamy.
    - The roles of men and women.
  - Gender equality.
  - Gender prejudice and discrimination, including examples.

#### Theme B: Religion and life

- Abortion.
- Euthanasia.
- Animal experimentation.

The origins and value of the universe

- The origins of the universe, including:
  - religious teachings about the origins of the universe, and different interpretations of these



- the relationship between scientific views, such as the Big Bang theory, and religious views.
  - The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
  - The use and abuse of the environment, including the use of natural resources, pollution.
  - The use and abuse of animals, including:
    - animal experimentation
    - the use of animals for food.
- The origins and value of human life
- The origins of life, including:
    - religious teachings about the origins of human life, and different interpretations of these
    - the relationship between scientific views, such as evolution, and religious views.
  - The concepts of sanctity of life and the quality of life.
  - Abortion, including situations when the mother's life is at risk.
  - Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
  - Euthanasia.
  - Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

## **Key Stage 5**

### **INTENT (from the OCR specification)**

OCR's A Level in Religious Studies will encourage learners to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

This includes:

Resources in religious languages	
<b>Religion and ethics</b> Learners will study: <ul style="list-style-type: none"> <li>• normative ethical theories</li> <li>• the application of ethical theory to two contemporary issues of importance</li> <li>• ethical language and thought</li> <li>• debates surrounding the significant idea of conscience</li> <li>• sexual ethics and the influence on ethical thought of developments in religious beliefs.</li> </ul>	Re  21
Developments in religious thought	

### **Extracts from the Biology Lesson series**

We teach reproduction in Y7, which is covered in the second half of the autumn term:

1- Reproductive systems
2- Puberty
3- The menstrual cycle
4- Sex and fertilisation
5- Mitosis
6-How drugs and diseases can affect an unborn baby
7- Practical opportunity – blowfly larvae

Then we cover contraception within the homeostasis unit in Y11 in the first half of the autumn term.

12 – Hormones in reproduction (For all – one lesson)
13 – Contraception (For all – one lesson)
14 – Hormones and fertility (HT only – one lesson)

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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

1.

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			

2.

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	