

# Relationship and sex education policy

**Written by:**

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(Deputy Headteacher)

**Approved by:**  
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## 1. Aims

At Sir William Stanier school we believe that every child can success when they are given the opportunity to grow, the courage to try and the strength of a supportive community.

Through high quality teaching, clear expectations and a culture of care, we equip our students with the knowledge, character and confidence to thrive at school and beyond.

We champion diversity and inclusivity, ensuring that everyone feels seen, valued and empowered.

Through our **GROWTH Framework** we want to ensure that *every aspect of school life* — from form time to assemblies, PSHE to volunteering — contributes to shaping young people who can **lead, adapt, and thrive** in a rapidly changing world.

In a time where students face complex global challenges — climate change, digital identity, political unrest, mental health pressures, and shifting job markets — GROWTH gives them:

- A moral compass
- A sense of purpose
- The confidence to act
- The courage to adapt
- And the awareness to connect across differences

In line with the above, the aims of relationships and sex education (RSE) at our school are 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

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all Students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Sir William Stanier, we teach RSE as set out in this policy.

## 3. Policy development

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

1. **Review** – a group of staff gathered all relevant information including relevant national and local guidance [Thursday 6 July 2025]
2. **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to attend a meeting about the policy [Thursday 10 July 2025]
3. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations [Friday 11 July 2025]
4. **Pupil consultation** – we investigated what exactly students wanted from their RSE [Monday 14 July 2025]
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified [Summer 2025]

## 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 RSE curriculum (GROWTH) is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and considering the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that Students are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

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

## 6. Delivery of RSE

RSE is taught within GROWTH curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

- GROWTH lessons weekly for Years 7 - 11
- Form time sessions weekly for Year 7 – 11
- Assemblies for Year 7 – 11
- Drop down days for Year 9 [first aid]
- Other calendared events throughout the year

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences

- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Consider the level of differentiation needed

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to Students' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with Students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)

- The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
  - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
  - Share all external materials with parents and carers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw Students from non-statutory components of RSE (see section 9).

### 8.3 The Assistant Headteacher

The assistant headteacher is responsible for responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual Students

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

At Sir William Stanier, form tutors are responsible for teaching RSE.

### 8.4 Students

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

## 9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory 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.

Parents/carers **cannot withdraw** their child from any other components of the GROWTH curriculum. This includes relationships education.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The deputy and or assistant headteacher will discuss the request with parents/carers and take appropriate action.

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

## 10. Training

Staff are trained on the delivery of RSE as part of their professional development calendar.

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by Jessica Sheridan, Assistant Headteacher.

The GROWTH curriculum is quality assured in line with all other subject areas including learning walks, book flicks and student voice.

Students' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by Jonathan Ducker, Deputy Headteacher annually. At every review, the policy will be approved by the local governing body.

# Relationship and sex education policy



## Appendix 1: Curriculum map

### GROWTH Curriculum Map

| Sir William Stanier - GROWTH Curriculum 2025 - 2026 |  |   |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|
|   | Year 7                                     | Year 8  | Year 9   | Year 10  | Year 11  |  |  |  |  |
| 1   | What is Personal Development?              |   | Looking  | Child Sexual Abuse (CSE)                         | Child on Child Abuse                                 |  |  |  |  |
| 2   | What is your identity?                     | Sexual Orientation (LGBT+)                              | Female genital mutilation and the law                  | Screen Time & Safe use of Mobile Phones          | Fertility - what impacts it?                         |  |  |  |  |
| 3   | Nature Vs Nurture                          | Have Crime in the UK                                    | Sexual consent & Law                                   | Self Harm (Causes and Support available)         | Alcohol, Parties and Bad Choices                     |  |  |  |  |
| 4   | Breaking Down Stereotypes                  | Homophobia in society & challenging Homophobia          | Devising sexual activity                               | Why is life valuable?                            | Importance of Sexual Health Education: Sexual Health |  |  |  |  |
| 5   | Multicultural Britain                      | Prejudice and Discrimination                            | Relationships and partners                             | Suicide (Thought and Feelings)                   | Revisiting Contraception                             |  |  |  |  |
| 6   | Challenging Islamophobia & Assessment      | Transphobia / Assessment                                | What are sexually transmitted infections? / Assessment | Key beliefs of the 6 major religions             | Revisiting STI's                                     |  |  |  |  |
| 7   | What is your community?                    | Health & Wellbeing                                      | How Self Esteem Changes                                | Mortality  | Respect Love and Relationships                       |  |  |  |  |
| 8   | Personal hygiene                           | Child Abuse (Physical, Emotional and Neglect)           | Body confidence  | Religious Festivals in the UK                    | Dealing with Exam Stress and Anxiety                 |  |  |  |  |
| 9   | Puberty for boys and girls                 | Bullying and how to respond                             | Bullying in all its forms                              | Does god exist?                                  | Modcs  |  |  |  |  |
| 10  | Growing Up, Menstruation and FGM           | What is Mental Health?                                  | Healthy lifestyles and Cancer Prevention               | Ethics and world views                           | Modcs  |  |  |  |  |
| 11  | Dealing with unrealistic body expectations | Positive Body Image                                     | Anxiety, stress and depression                         | Exploring British Values through LGBT            | Physical Health - Cancer (Testicular)                |  |  |  |  |
| 12  | Ascendancy, Consent & Hormones             | Self-Harm   | Promoting Emotional Wellbeing                          | What is a cult?                                  | Physical Health - Cancer (Cervical and Breast)       |  |  |  |  |
| 13  | Self Esteem + Empowerment                  | Healthy eating and choices and                          | Critical thinking, Conspiracy and Fake News            | Human Rights                                     | Organ donation and Blood Donation                    |  |  |  |  |
| 14  | Dealing with grief and loss                | What are British Values?                                | Extremism & Radicalisation                             | Domestic Abuse                                   | Pregnancy and IVF                                    |  |  |  |  |
| 15  | Importance of sleep and relaxation         | Stress - What is it?                                    | Transitory/Counter Terrorism                           | Unhealthy Relationships, Sexual Assault and Rape | Abortion   |  |  |  |  |
| 16  | Why is politics important?                 | Making decisions  | Domestic Abuse (Options)                               | Domestic Abuse and Domestic Violence             | Love and Abuse                                       |  |  |  |  |
| 17  | Assessment                                 | Assessment  | Domestic Abuse (Options)                               | Domestic Abuse and Domestic Violence             | Sexual Assault on life after death                   |  |  |  |  |
| 18  | How is the country run?                    | How are laws made in society?                           | Anti-Semitism  | Domestic Abuse and Domestic Violence             | Drugs, Festivals and Nitrous Oxide                   |  |  |  |  |
| 19  | Setting up a Party & Campaigning           | Laws, Rules and Prison                                  | Failure to succeed                                     | Domestic Abuse and Domestic Violence             | The War on Drugs                                     |  |  |  |  |
| 20  | Big Debates                                | What are Enterprise Skills?                             | Social Media and Online Stress                         | Domestic Abuse and Domestic Violence             | The Religious Views on Drugs                         |  |  |  |  |
| 21  | Exploring Parliament                       | The role of Volunteering                                | Improving Mental Health - Importance of Happiness      | Domestic Abuse and Domestic Violence             | Modcs  |  |  |  |  |
| 22  | Proud to be me                             | Career's interests and jobs                             | Anger Management                                       | Domestic Abuse and Domestic Violence             | Modcs  |  |  |  |  |
| 23  | Getting to know people                     | Business Skills   | Employment rights                                      | Domestic Abuse and Domestic Violence             | Cosmetic and Aesthetic procedures                    |  |  |  |  |
| 24  | Managing Change                            | Labour Market information                               | Improving your skills                                  | Domestic Abuse and Domestic Violence             | Active Citizen                                       |  |  |  |  |
| 25  | Careers and your future                    | Exporting Goods   | Drugs and their classifications                        | Domestic Abuse and Domestic Violence             | Democracy 2  |  |  |  |  |
| 26  | Financial Education                        | Exporting and Financial Management                      | Cannabis Products                                      | Domestic Abuse and Domestic Violence             | Democracy 2  |  |  |  |  |
| 27  | Who not to join a gang                     | Gang culture - What is county lines and who is at risk? | Illegal Drugs (Party Drugs)                            | Domestic Abuse and Domestic Violence             | Time Management (Technology)                         |  |  |  |  |
| 28  | Staying Safe Online and Gaming             | Substance Misuse  | Volatile substance abuse                               | Domestic Abuse and Domestic Violence             | Social Media Validation                              |  |  |  |  |
| 29  | Assessment                                 | Assessment  | Assessment   | Domestic Abuse and Domestic Violence             | Respecting your data safe                            |  |  |  |  |
| 30  | Dangerous society online and offline       | Grooming (Girls and boys)                               | Different types of addictions                          | Domestic Abuse and Domestic Violence             | Online Pornography                                   |  |  |  |  |
| 31  | Drugs - Alcohol, Nicotine & E-Cigs         | Drugs - Alcohol and Society                             | Online Gambling  | Domestic Abuse and Domestic Violence             | Peas, War, Conflict                                  |  |  |  |  |
| 32  | Drugs - Shisha, Energy Drinks & Caffeine   | Cyber Bullying and online safety                        | Treating STI's & clinics                               | Domestic Abuse and Domestic Violence             | Fairtrade and supporting other countries             |  |  |  |  |
| 33  | Why not to carry a knife                   | Child Exploitation                                      | Contraception  | Domestic Abuse and Domestic Violence             | International organisations                          |  |  |  |  |
| 34  | Masculinity in the 21st century            | What is Relationships and Sex Education?                | Sexual Harassment & Stalking                           | Domestic Abuse and Domestic Violence             | Does religion make you violent?                      |  |  |  |  |
| 35  | Managing Relationships                     | Consent and boundaries                                  | HIV and AIDS (Discrimination and Prejudice)            | Domestic Abuse and Domestic Violence             | Religious views on crime and punishment              |  |  |  |  |
| 36  | Friendships and kindness                   | Introduction to contraception                           | Sexual Harassment & Stalking                           | Domestic Abuse and Domestic Violence             | CV Writing   |  |  |  |  |
| 37  | Respect and relationships                  | Periods and menstrual cycle                             | Sexual Harassment & Stalking                           | Domestic Abuse and Domestic Violence             | Goals & Aspirations: Life Beyond School              |  |  |  |  |
| 38  | Peer Pressure and Influence                | Periods and menstrual cycle                             | Sexualisation of the Media                             | Domestic Abuse and Domestic Violence             | Goals & Aspirations: Work Experience Prep            |  |  |  |  |
| 39  |  |   |  |  | Goals & Aspirations: Understanding a Payroll         |  |  |  |  |
| 40  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 41  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 42  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 43  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 44  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 45  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 46  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 47  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
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| 50  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 51  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
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| 98  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 99  |  |   |  |  | Work Experience Prep                                 |  |  |  |  |
| 100   |  |   |  |  | Work Experience Prep                                 |  |  |  |  |



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

| TOPIC   | STUDENTS SHOULD KNOW   |
|---|--|
| Families  | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>  |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul> |

| TOPIC            | STUDENTS SHOULD KNOW   |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul> |
| Being safe       | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>   |

| TOPIC  | STUDENTS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

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

| TO BE COMPLETED BY PARENTS/CARERS  |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent/carer   |  | Date  |  |
| Reason for withdrawing from <b>sex education</b> component of the GROWTH curriculum. |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                          |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL                      |  |
|--|--|
| Agreed actions from discussion with parents/carers |  |
|  |  |