

Relationships and Sex Education Policy

St George's School: A Church of England Academy.

**DIGNITY HOPE
COMMUNITY
WISDOM
HUMILITY
KINDNESS**



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1. Vision

Our Christian vision is the foundation upon which our RSHE curriculum is built. Our Christian values of dignity, hope, community, wisdom, humility and kindness are woven throughout the curriculum and are explicitly taught in spiritual moments that enable pupils to:

- reflect on the person there are or want to be (mirrors)
- look outwards to the world and ask questions about the meaning and purpose of life (windows)
- gain knowledge that will help them make informed decisions that will open the doors to a brighter future. (doors)

The fundamental purpose of RSHE is, through appreciating the school's christian values, all members of St George's are encouraged to be aspirational and impact positively upon each other and society so that we can contribute to a world where, inspired by St Paul's words, we can: **'be devoted to one another in love. Honour one another above yourselves.'** Romans 12:10

The aims of relationships and sex education (RSE) at our school are to:

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy; emphasise the importance of respecting themselves and their own body
- Create a positive culture around issues of sexuality and relationships; raise the awareness of the importance of safety and sexual health
- Promote responsible behaviour and the ability to make informed decisions; help young people cope with the physical and emotional challenges of growing up.
- Help a young person develop healthy and respectful friendships and relationships
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework
- help a young person come to value family life and marriage
- appreciate the responsibilities of parenthood
- promote an appreciation of the value of human life and the wonder of birth.

Spirituality through RSHE

- will promote self esteem and emotional health and well being
- will help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- will enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others.
- will explore values and attitudes and enable pupils to consider how they, and others, are affected by them.
- will appreciate the value of stable family life, marriage, permanent loving relationships and the responsibilities of parenthood.
- will recognize the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person.

RSE at St George's will complement our ethos Christian values by ensuring all pupils show respect and understanding for each other and the world around them.

2. Statutory requirements

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

In teaching RSHE, 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 St George's School, we teach RSHE as set out in this policy

3. Policy development

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

1. Review – a member of staff or working group 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
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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

6. Delivery of RSE

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 pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - o Safe and supported
 - o Able to engage with the key messages

We will also:

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

6.2 **Use of resources**

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

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' 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 pupils. 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 pupils' 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

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, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

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

Mrs R Fallon, Deputy Headteacher is responsible for the strategic overview of the RSE curriculum and the quality assurance of its implementation.

Mrs E Shahsvar, Assistant Headteacher RSE/PSHE is responsible for the planning and delivery of the RSE curriculum to all year groups.

Mr J Kerr, Inclusion manager, is responsible for the planning and delivery of the RSE curriculum to pupils in the alternative provision unit.

8.4 Pupils

Pupils 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 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 headteacher.

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

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

10. 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 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 Mrs R Fallon, Deputy Headteacher, through: planning, scrutinising, learning walks, observations, book checks, pupil voice and teacher voice.

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

This policy will be reviewed by R Fallon, annually. At every review, the policy will be approved by the headteacher Mr G Warnock

Appendix 1: Curriculum map

PD Curriculum Term 1.1					
Year	7	8	9	10	11
Topic	Respectful friendships	Respectful Relationships and being safe	Intimate relationships and being safe	Relationships, media and being safe	Next steps
Sessions	<ul style="list-style-type: none"> ● Keeping children Safe ● What makes a good friend? ● Is fitting in more important than being unique? ● How can I manage peer pressure? ● How do I maintain positive relationships with people who are different to me? ● How can I keep my online identity and relationships safe? ● How can I avoid conflict on social media? 	<ul style="list-style-type: none"> ● Keeping children Safe ● What are the characteristics of healthy relationships? ● What boundaries are in all types of relationships? ● What can I do if a relationship changes in a way I don't like? ● What does the law say about consent? ● Why is consent important and how do I assert it? ● What is sexting and how do I ensure I am safe? 	<ul style="list-style-type: none"> ● Keeping children Safe ● Is peer approval important? ● How can peer pressure negatively impact children my own age? ● Why is risky experimentation a problem? ● What is sexual exploitation and grooming? ● Charlene's Story ● What do I do if I think someone I know is displaying unsafe, risky behaviours? 	<ul style="list-style-type: none"> ● Keeping children Safe ● What are the features of safe relationships online? ● How can I tell if a relationship is unhealthy? ● Why do I need to take care with what I share online? ● What is consent and why can I give it? ● What do I do if an image is shared without my consent? ● How can I foster healthy relationships? 	<ul style="list-style-type: none"> ● What are effective revision techniques and strategies? ● What are my options post-16 and career pathways? ● What are the application processes? Including writing CVs, personal statements and interview technique ● How to develop self-efficacy?including motivation, perseverance and resilience ● What can cause stress? ● What stress management strategies are there? Including maintaining healthy sleep habits ● How do I stay safe with content online and the opportunities this offers? ● How do I balance time online?

RSE Link	4.1, 4.2, 5.1 5.12, 2.1, 2.2, 2.3, 3.1, 3.2, 3.2	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 2.5, 3.2, 3.3, 3.8, 4.1, 4.2, 5.1, 5.12	2.8, 4.1, 5.4, 5.5, 5.11	R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	H2, H3, H4, H8, H12, L22
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PD Curriculum Term 1.2					
Year	7	8	9	10	11
Topic	Respectful relationships and being safe	Respectful relationships and being safe	Respectful Relationships and being safe	Respectful Relationships and being safe	Respectful Relationships and being safe
Sessions	<ul style="list-style-type: none"> • What is prejudice and discrimination? • What are the protected characteristics and how can we support them in school? • How diverse is Britain today? • What are stereotypes and why can they be damaging? • How does bullying affect young people? • What should I do if I see people treating others badly? • How do I repair or end a friendship positively? 	<ul style="list-style-type: none"> • What makes our uniqueness special? • How do we prevent protected characteristics from prejudice and discrimination? • Hate crimes- how do they affect our local community? • How is banter a form of verbal bullying? • How can I recognise injustice and avoid being a bystander? • Do my own perceptions of others affect how much respect I show them? 	<ul style="list-style-type: none"> • What is sexism and homophobia? • Why does stereotyping affect people negatively? • What is racism? • How can I recognise prejudice and avoid being a bystander? • How can we spot extremist views online? • What does the law say about extremist views and radicalisation? • What is PREVENT? 	<ul style="list-style-type: none"> • What does equality mean to me? • Do we have equality in society yet? • What should equality in the workplace look like? • What should equality in relationships look like? • How can I safely challenge discrimination, including online • What are forced and arranged marriages? • What is honour based violence and 	<p>Keeping children Safe</p> <ul style="list-style-type: none"> • How do we ensure that we have healthy attitudes towards sex and relationships? • How do I handle unwanted attention, including online? • How do I challenge harassment and stalking, including online? • How do we communicate about sex and consent? • Sexual protections- what are the options? Whose responsibility?

		<ul style="list-style-type: none"> How do we recognise and challenge intolerance? 		what are the consequences?	<ul style="list-style-type: none"> STI- treatment, response and breaking the stigma of HIV Fertility and our reproductive health recap Pregnancy - what are the options?
RSE Link	R3, R38, R39, R40, R41	R39, R40, R41, R3, R4, R42, R43	R39, R40, R41, R3, R4, R42, R43	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	H26, H27, H28, H29, R16, R17, R21, R23, R32

PD Curriculum Term 2.1					
Year	7	8	9	10	11
Topic	Health	Health	Health	Careers- work experience	Staying healthy and Being Safe
Sessions	<ul style="list-style-type: none"> What happens to my body during puberty? What happens when someone is expecting or is on their period? What changes are there for boys during puberty? 	<ul style="list-style-type: none"> What triggers stress and how can I manage stress? Is my diet impacting my happiness? What are some of the misconceptions around addictions? What does the law say about substance misuse? 	<ul style="list-style-type: none"> Body image- how do I feel about myself? What are the facts about self harm and suicide? Eating disorders- what are they? Depression and anxiety- what to 	<ul style="list-style-type: none"> What are my strengths and interests in relation to career development? What opportunities are there in learning and work? What strategies can I use for overcoming challenges or adversity? What responsibilities will I have in the workplace? 	<ul style="list-style-type: none"> What impact does alcohol have on your physical and mental health? What impact do drugs have on your physical and mental health? Sexual encounters when under the

	<ul style="list-style-type: none"> How do we manage physical and emotional changes during puberty? How do we manage unwanted contact? How do some cultures try to control puberty – FGM and breast ironing. <p><i>Booklet on puberty for PE</i></p>	<ul style="list-style-type: none"> What are the risks of alcohol, tobacco, nicotine and vaping? How can we promote positive social norms and attitudes? <p><i>Booklet on drugs/alcohol for PE</i></p>	<p>do I am feeling like this?</p> <ul style="list-style-type: none"> How can I access mental health support? <p><i>Booklet on mental wellbeing?</i></p>	<ul style="list-style-type: none"> How do I manage practical problems and health and safety? How do I maintain a positive personal presence online? How to evaluate and build on the learning from work experience 	<p>influence -how to stay safe.</p> <ul style="list-style-type: none"> Walking alone at night – know how to keep yourself safe. County Lines in Blackpool – how to stay safe. Who can I turn to if I feel out of control?
RSE Link	H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	

PD Curriculum Term 2.2					
Year	7	8	9	10	11
Topic	Relationships	Relationships	Relationships	Relationships	Revision
Sessions	<ul style="list-style-type: none"> What do we mean by self worth? What are positive qualities in a relationship? 	<ul style="list-style-type: none"> What are positive behaviours in a relationship? What type of different 	<ul style="list-style-type: none"> Am I ready for sexual activity and what are my choices? What are the facts and misconceptions relating to consent? Including the 	<ul style="list-style-type: none"> What relationship values are important to me? What misconceptions and social norms are there around sex, gender and relationships? 	<ul style="list-style-type: none"> Mental health and well being Exam Preparation How to revise

	<ul style="list-style-type: none"> • What do we mean by unhealthy relationships? • How does the media portray different stereotypes and how should we challenge them? • What are the expectations of a romantic relationship? • What is consent and how can we assertively communicate consent? 	<p>relationships are there?</p> <ul style="list-style-type: none"> • What is gender and sexuality? • What is consent (recap) and how do I positively assert it? • What is the moral duty with the seeker of consent? • How can I judge if someone is trustworthy? • How do we manage peer pressure? 	<p>continuous right to withdraw consent and capacity to consent</p> <ul style="list-style-type: none"> • How do I keep myself safe during sexual activity? • What are the risks if I'm not safe? STIs and the consequences of unprotected sex, including pregnancy • How are relationships portrayed in the media and pornography? • How do I assess and manage risks of sending, sharing or passing on sexual images? 	<ul style="list-style-type: none"> • What is manipulation, coercion, and capacity to consent? • How do I recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How do I recognise and challenge victim blaming? • What is asexuality, abstinence and celibacy? 	<ul style="list-style-type: none"> • How to handle the pressure of exams
RSE Link	H1, R2, R9, R11, R13, R14, R16, R24	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 2.5, 3.2, 3.3, 3.8, 4.1, 4.2, 5.1, 5.12	R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	

PD Curriculum Term 2.2					
Year	7	8	9	10	11
Topic	Families	Online safety	Families	Families	Exams

Sessions	<ul style="list-style-type: none"> • How and why are families different? • How can I improve my family relationships? • What different types of committed stable relationships are there? • Why do some people choose to marry? • Diversity and relationships 	<ul style="list-style-type: none"> • How do we communicate online? • How do I keep my apps safe? • How do I recognise and understand online grooming? • Where can I find support? • How do I recognise misleading or biased information online? • How do I know when content is publicly shared or private? 	<ul style="list-style-type: none"> • What different types of families are there? • How can I keep my relationships at home positive? • How do I manage conflict in different contexts? • What strategies can I use to resolve conflicts? • How do I manage changes in relationships and family? (Divorce, separation etc) • What services are available to me? 	<ul style="list-style-type: none"> • What are the different types of families and changing family structures? • How will I know when I am ready for parenthood? • What are positive parenting qualities? • What do we mean by fertility, including how it varies and changes • What happens in pregnancy, birth and miscarriage? • What are the options with an unplanned pregnancy? Including abortion • How do I manage change, loss, grief and bereavement? 	
RSE Link		H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	H2, , R6, R19, R21, R22, R23, R35, R36	H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	

PD Curriculum Term 2.2					
Year	7	8	9	10	
Topic	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	

Sessions	<ul style="list-style-type: none"> • How do we keep ourselves safe on roads? • How do we keep ourselves safe on railways? • How do we keep ourselves safe on the coast? • How should we respond in emergency situations? • What is basic first aid? 	<ul style="list-style-type: none"> • How can I take personal responsibility for my health? • What is mental health? • What stigmas are there about mental health? • What strategies can we use for positive mental health? • How do we develop digital resilience? • How can I stay safe online? • Private and public settings 	<ul style="list-style-type: none"> • How do I distinguish between healthy and unhealthy friendships? • How do I assess risks and manage influences around me?, including online • How do I recognise passive, aggressive and assertive behaviour?, • What are gangs and what risks do they pose? • What is the law on carrying a knife? • What are the legal and health risks in relation to drug and alcohol use, including addiction and dependence • What are county lines? 	<ul style="list-style-type: none"> • What challenges might I face as I get older? • How can I reframe negative thinking? • What strategies can I use to look after my mental health and emotional wellbeing? • What are the signs of emotional or mental ill-health? • How do I access support and treatment for mental health? • How is mental health shown in the media? • What do I do to challenge stigma, stereotypes and misinformation?
RSE Link	H1, H2, H30, H33, R13, L1, L2	H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	H2, H5, H6, H7, H8, H9, H10

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

RSE expectations: secondary

Here's what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they're expected to study at primary school. These are the expectations set by the Department for Education.

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its 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 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)
 - Seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

- 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 wouldn't want shared further, and not to share personal material which is sent to them

- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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

- 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, and menopause

- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

TO BE COMPLETED BY PARENTS

Parent signature	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	