



Relationships & Sex Education Policy

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Contents

1. Aims.....	2
2. Statutory Requirements.....	2
3. Definition	3
4. Curriculum.....	3
5. Delivery Of RSE.....	3
6. Roles & Responsibilities	4
6.1 RACE (REGIONAL ACADEMY COMMITTEE EXECUTIVE)	4
6.2 The Head Teacher	4
6.3 Staff.....	4
6.4 Pupils.....	4
7. Parents’ Right to Withdraw	5
8. Training	5
9. Monitoring Arrangements	5
10. Appendix.....	6
10.1 Appendix 1a – RSE Primary Curriculum Map 2021-2022.....	6
10.2 Appendix 1b: Secondary RSE Curriculum Map 2021-2022.....	8
10.3 Appendix 2a: By the end of the Primary phase pupils should know:	10
10.4 Appendix 2b: By the end of the Secondary phase pupils should know.....	11

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Educating and preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As an academy we must provide relationships education to all Primary pupils and RSE to all Secondary pupils, 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](#).

At Victory Park Academy we teach RSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

3. 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. These topics are covered at different depths appropriate to the age and developmental maturity of the pupils.

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

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Primary sex education, delivered by the School Nurse where possible, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

5. Delivery Of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Spiritual, Moral, Social and Cultural (SMSC) lessons.

Pupils can also receive stand-alone sex education sessions delivered by a trained health professional (School Nurse).

A pupil's chronological age will determine the curriculum legally available to them, but we will also carefully consider each pupil's developmental maturity, along with any special educational needs, when tailoring the curriculum to be delivered.

Relationships education in the Primary phase focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

Pupils in Years 5 and 6 are also offered lessons on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

RSE in the Secondary phase 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.

6. Roles & Responsibilities

6.1 RACE (REGIONAL ACADEMY COMMITTEE EXECUTIVE)

The RACE has delegated the approval of this policy to Mr Aspel (Head Teacher)

6.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 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-statutory 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 PSHE Coordinator or Head Teacher.

6.4 Pupils

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

7. Parents' Right to Withdraw

Parents of Primary pupils **do not have** the right to withdraw their children from **relationships education**.

Parents **do have** the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents of Secondary pupils do have the right to withdraw their children 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.

Requests for withdrawal should be put in writing addressed to the Head Teacher.

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

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

8. Training

Staff are trained on the delivery of Relationship Education as part of their induction and it is included in our continuing professional development calendar. The specific 'Sexual' elements of the RSE curriculum are delivered by trained teaching staff, who have received additional CPD training for the roles.

The Leadership team will 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 V.Williams through:

- Work Scrutiny
- Learning walks
- Curriculum Reviews
- Ongoing formative/summative assessment

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Head Teacher.

10. Appendix

10.1 Appendix 1a – RSE Primary Curriculum Map 2021-2022

Year Group	Autumn	Spring	Summer
3-4	<p>Learning Theme</p> <p>Shadows and Stones - How it all began</p> <p>RSE Links:</p> <p>Importance of family for safety/survival.</p> <p>Different family types and family roles.</p> <p>Importance of looking after our own and other's Mental Health. What Mental Illness looks like?</p> <p>Illness within the family. How Cancer has affected us/others.</p> <p><u>Workshops and speakers</u> NSPCC – Pants Rule (Personal safety and appropriate touching)</p> <p>Celebration Days World Heart Day</p> <p>World Mental Health Day</p> <p>Breast Cancer Awareness</p>	<p>Learning Theme</p> <p>Invent and Explore – Around the World</p> <p>RSE Links:</p> <p>The invention of the internet and positives and negatives it has created.</p> <p>Online safety and cyberbullying.</p> <p>What does Valentine's Day represent? Is it important? Why do people celebrate it?</p> <p>Celebrating inspirational Women in our lives.</p> <p><u>Workshops and speakers</u> Growing Against Violence – Anti-violence, knife-crime, personal safety, cyber-bullying.</p> <p>Celebration Days Numbers Day (NSPCC)</p> <p>Valentine's Day International</p> <p>Women's Day World Book Day</p> <p>National Careers Week</p>	<p>Learning Theme</p> <p>TBC -</p> <p>RSE Links:</p> <p>Diversity – What makes us different?</p> <p>What do we believe in? How does this affect who we are and how we behave to others?</p> <p>Masculinity and identity. Gender stereotypes in society.</p> <p><u>Workshops and speakers</u> School Play Therapist/ Safeguarding Lead - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p>Celebration Days St Georges Day</p> <p>Diversity Day Belief Week</p> <p>Men's Health Week</p>
5	<p>Learning Theme</p> <p>It's a Mystery – Problem solving</p> <p>RSE Links:</p> <p>Understanding how others are feeling. Interpreting body language and tone.</p> <p>The power of secrets – when is it ok to keep a secret?</p> <p>Asking questions and checking others are ok.</p> <p>Importance of looking after our own and other's Mental Health. What Mental Illness looks like?</p> <p>Illness within the family. How Cancer has affected us/others</p> <p><u>Workshops and speakers</u> NSPCC – Pants Rule (Personal safety and appropriate touching)</p> <p>Celebration Days As above</p>	<p>Learning Theme</p> <p>Through My Own Eyes- Art and Creativity</p> <p>RSE Links:</p> <p>Personal tastes and preferences and respecting those of others.</p> <p>How are and music make us feel. What emotions can they evoke?</p> <p>What does Valentines Day represent? Is it important? Why do people celebrate it?</p> <p>Celebrating inspirational Women in our lives.</p> <p><u>Workshops and speakers</u> <u>Growing Against Violence – Anti-violence, knife- crime, personal safety, cyber-bullying.</u></p> <p>Celebration Days As above</p>	<p>Learning Theme</p> <p>TBC -</p> <p>RSE Links:</p> <p>Being a good friend. Looking out for each other. Recognising impact of bullying.</p> <p>Diversity – What makes us different?</p> <p>What do we believe in? How does this affect who we are and how we behave to others?</p> <p>Masculinity and identity. Gender stereotypes in society.</p> <p><u>Workshops and speakers</u> School Play Therapist/ Safeguarding Lead - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p>Celebration Days As above</p>

Year Group	Autumn	Spring	Summer
6	<p>Learning Theme</p> <p>Survival</p> <p>RSE Links:</p> <p>Why we need human interaction? How does loneliness affect people?</p> <p>What support do we get from friends and family?</p> <p>Importance of looking after our own and other's Mental Health. What Mental Illness looks like?</p> <p>Illness within the family. How Cancer has affected us/others.</p> <p>Workshops and speakers</p> <p>NSPCC – Pants Rule (Personal safety and appropriate touching)</p> <p>Celebration Days</p> <p>As above</p>	<p>Learning Theme</p> <p>Out of this World</p> <p>RSE Links:</p> <p>Trusting others with our safety.</p> <p>Being close to others and appropriate touch.</p> <p>What does Valentine's Day represent? Is it important? Why do people celebrate it?</p> <p>Celebrating inspirational Women in our lives.</p> <p>Workshops and speakers</p> <p>Growing Against Violence – Anti-violence, knife- crime, personal safety, cyber-bullying.</p> <p>Celebration Days</p> <p>As above</p>	<p>Learning Theme</p> <p>TBC</p> <p>RSE Links:</p> <p>Changing hormones and how puberty affects us. Dealing with changing emotions.</p> <p>Diversity – What makes us different?</p> <p>What do we believe in? How does this affect who we are and how we behave to others?</p> <p>Masculinity and identity. Gender stereotypes in society.</p> <p>Workshops and speakers</p> <p>School nurse – Puberty and our changing bodies</p> <p>School Play Therapist/ Safeguarding Lead - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p>Celebration Days</p> <p>As above</p>

10.2 Appendix 1b: Secondary RSE Curriculum Map 2021-2022

Year Group	Autumn	Spring	Summer
7	<p>Topic lessons</p> <p>Who I am/Identity</p> <p>Exploring identity, personal qualities, beliefs, aspirations and what makes us individual.</p> <p>Workshops and speakers</p> <p>The Big Q (Anti-Extremism)</p> <p>Feltham YOI (Crime Diversion)</p> <p>Breaking the Cycle (Anger Management)</p> <p>Speakers Trust (Building Self-Confidence).</p> <p>SMSC Themes</p> <p>Organ Donation, Equality, Nurture, Protection, Brood, Identity, Bullying, Contribute.</p> <p>Celebration Days</p> <p>World Heart Day</p> <p>World Mental Health Day</p> <p>Breast Cancer Awareness</p>	<p>Topic lessons</p> <p>Healthy Lifestyles</p> <p>All aspects of Health including physical, mental and social.</p> <p>Workshops and speakers</p> <p>SWITCH Life Choices workshops (Including Substance misuse and risk-taking behaviour)</p> <p>Growing Against Violence – Anti-violence, knife-crime, personal safety, cyber-bullying.</p> <p>SMSC Themes</p> <p>Communication, Confidence, Reliability, Peer Pressure, Managing Feelings.</p> <p>Celebration Days</p> <p>Numbers Day (NSPCC)</p> <p>Valentines Day</p> <p>International Women’s Day World Book Day</p> <p>National Careers Week</p>	<p>Topic lessons</p> <p>Mental Health</p> <p>Personal wellbeing, signs of mental illness, looking after others, professional help.</p> <p>Workshops and speakers</p> <p>School Play Therapist/Safeguarding Lead - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p>School nurse - To discuss personal hygiene and puberty.</p> <p>SMSC Themes</p> <p>Slavery, Exploitation, Fighting, Fairness, Frighten, Freedom.</p> <p>Celebration Days</p> <p>St Georges Day</p> <p>Diversity Day</p> <p>Belief Week</p> <p>Men’s Health Week</p>
8	<p>PSHE lessons</p> <p>Crime and Law</p> <p>Factors influencing criminal behaviour (Eg familial), Peer pressure, Mental Health, Victim Impact + types of ‘punishment’ inc. Restoration and Reform.</p> <p>Workshops and speakers</p> <p>The Big Q (Anti-Extremism)</p> <p>Feltham YOI (Crime Diversion)</p> <p>Breaking the Cycle (Anger Management)</p> <p>Speakers Trust (Building Self-Confidence).</p> <p>SMSC Themes</p> <p>Organ Donation, Equality, Nurture, Protection, Brood, Identity, Bullying, Contribute.</p> <p>Celebration Days</p> <p>World Heart Day</p> <p>World Mental Health Day</p> <p>Breast Cancer Awareness</p>	<p>PSHE lessons</p> <p>RSE Education</p> <p>Hormones, Puberty, Reproductive System, Sexual Intercourse, UK Laws, Sexuality and Morals/Consent,</p> <p>Workshops and speakers</p> <p>SWITCH Life Choices workshops (Including Substance misuse and risk-taking behaviour)</p> <p>Canary and the Crow musicians – Expressing feeling and emotions through music.</p> <p>Growing Against Violence – Anti-violence, knife-crime, personal safety, cyber-bullying.</p> <p>SMSC Themes</p> <p>Same as above</p>	<p>PSHE lessons</p> <p>RSE Education</p> <p>Contraception/Sexual Health, STI’s, Reproduction, Abortion and Child Development.</p> <p>Workshops and speakers</p> <p>‘Check it out’ Sexual Health/Chlamydia testing</p> <p>School Play Therapist/Safeguarding Lead - to discuss benefits of talking through emotional issues/seeking counselling.</p> <p>SMSC Themes</p> <p>Same as above</p>

Year Group	Autumn	Spring	Summer
9	<p>PSHE lessons</p> <p>Managing Money -</p> <p>Effects of borrowing/Impact of Debt, Managing your finances, Poverty, Financial Independence.</p> <p>Workshops and speakers</p> <p>The Big Q (Anti-Extremism)</p> <p>Feltham YOI (Crime Diversion)</p> <p>Breaking the Cycle (Anger Management)</p> <p>Speakers Trust (Building Self-Confidence).</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Volunteering opportunities</p> <p>SMSC Themes</p> <p>As above</p>	<p>Careers Lessons</p> <p>Employment skills</p> <p>Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.</p> <p>Workshops and speakers</p> <p>Growing Against Violence – Anti-violence, knife-crime, personal safety, cyber- bullying.</p> <p>SWITCH Life Choices workshops (Including Substance misuse and risk- taking behaviour)</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Volunteering opportunities</p> <p>SMSC Themes</p> <p>As above</p>	<p>Careers Lessons</p> <p>Employment skills</p> <p>Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.</p> <p>Workshops and speakers</p> <p>'Check it out' Sexual Health/Chlamydia testing</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Work experience placement</p> <p>Post Work Experience placement interviews with Careers Advisor + outside professionals eg Jim Wilson, Mears, Sutton and District.</p> <p>Volunteering opportunities</p> <p>SMSC Themes</p> <p>As above</p>
10-11	<p>Careers Lessons</p> <p>Employment skills</p> <p>Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.</p> <p>Workshops and speakers</p> <p>The Big Q (Anti-Extremism)</p> <p>Feltham YOI (Crime Diversion)</p> <p>Breaking the Cycle (Anger Management)</p> <p>Speakers Trust (Building Self-Confidence).</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Taster Sessions College/Way to Work, independence skills.</p> <p>College Tours encouraging maturity/ independence/team building</p> <p>Volunteering Opportunities</p> <p>SMSC Themes</p> <p>As above</p>	<p>Careers Lessons</p> <p>Employment skills</p> <p>Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.</p> <p>Workshops and speakers</p> <p>Growing Against Violence – Anti-violence, knife-crime, personal safety, cyber- bullying.</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Post-16 interviews and Learning Support interviews at colleges.</p> <p>SMSC Themes</p> <p>As above</p>	<p>Careers Lessons</p> <p>Employment skills</p> <p>Personal qualities/strengths, team-work skills, accountability, volunteering, public speaking skills, interview skills.</p> <p>Workshops and speakers</p> <p>Check it out' Sexual Health/Chlamydia testing</p> <p>Dellaglio Rugby Works Programme (Employability skills course delivered via Rugby, team-work)</p> <p>Visits</p> <p>Work Experience Placement Independence/team-work</p> <p>Post Work Experience placement interviews with Careers Advisor + outside professionals</p> <p>SMSC Themes</p> <p>As above</p>

10.3 Appendix 2a: By the end of the Primary phase pupils should know:

Topic	Pupils Should Know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

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

10.4 Appendix 2b: By the end of the Secondary phase pupils should know

Topic	Pupils Should Know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting • concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non- consensual behaviour or encourage prejudice)

Topic	Pupils Should Know
	<ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and • equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • 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	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage

Topic	Pupils Should Know
	<ul style="list-style-type: none"> • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment