



The Fernwood School

High Achievement with Care & Discipline for All"

Relationships, Sex and Health Education policy

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Head of Personal Development – G Colborne.

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1. Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education (RSHE) for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the **Children and Social work act 2017** make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

3. Policy development

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

- ✿ Review – G. Colborne and A. Cannon analysed all relevant information including relevant national and local guidance
- ✿ Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations
- ✿ Pupil consultation – pupil voice was gained to inform what exactly pupils want from their RSHE curriculum and when they felt it was appropriate to be taught
- ✿ Parent/stakeholder consultation – parents and any interested parties were invited to give feedback on the draft policy
- ✿ Ratification – once amendments were made, the policy was shared with gov and ratified



4. Definition

RSHE (relationships, sex and health education) is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation however, evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.

Sex Education - Sex education* is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

- ✿ Aspects of sex education are covered in the context of learning about lifecycles (in science). When learning about infections and their prevention (in Health Education) there may be reference to sexually transmitted infections
- ✿ To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils

Relationships Education - Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

5. Key objectives

Our principle aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

The key objectives of our RSHE programme are to:

- ✿ Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships
- ✿ Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- ✿ Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- ✿ Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- ✿ Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- ✿ Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception, and reasons for delaying sexual activity
- ✿ Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience



- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support

6. Equality, inclusion and support

We believe that Relationships Education, RSE and Health Education is a key vehicle for promoting equality, inclusion, and social justice. In teaching Relationships Education and RSE, the school will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Our school values diversity, it encourages respect for all, and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

The school will ensure compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics. Our curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and will ensure that we embed content on gender equality throughout the curriculum.

We are committed to Relationships Education, RSE and Health Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive curriculum. An inclusive RSE at The Fernwood School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught in our RSHE programme and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met. Some pupils may



have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

7. Delivery of RSHE

7.1 The curriculum

The majority of RSHE is taught within the Personal Development (PD) curriculum. Personal Development sits at the heart of the curriculum at The Fernwood School, with importance placed upon dedicated weekly lessons delivered by a team of Personal Development teachers. It acts as a strong guiding vessel for delivering the school's curriculum aims; to develop successful learners, responsible citizens and confident individuals. Biological aspects of RSHE are taught within the Science curriculum, and some other aspects are included in Religious Education (RE) with tutor time and assemblies also contributing.

RSHE focuses on giving young people the information (see main topics below) they need to help them develop healthy, nurturing relationships and how to keep themselves healthy and safe.

- 📖 Families
- 📖 Respectful relationships, including friendships
- 📖 Online and media
- 📖 Being safe
- 📖 Intimate and sexual relationships, including sexual health
- 📖 Internet safety and harms
- 📖 Physical health and fitness
- 📖 Healthy Eating
- 📖 Drugs, Alcohol and Tobacco
- 📖 Health and Prevention
- 📖 Basic First Aid
- 📖 Changing adolescent body

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

In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.



7.2 Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities including PSHE association approved resources – [PSHE Association](#) and UNIFROG.

If you would like to discuss any of the resources used in more detail, please contact the head of PD, Mr Colborne at g.colborne@fernwood.school

7.3 Teaching and Learning

The Head of Personal Development (PD) is responsible for developing lesson content and providing relevant resources to all teaching staff who deliver PD. Teaching assistants may provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. PD teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE a number of teaching strategies will be used, including:

- ✿ Establishing a group agreement with pupils
- ✿ Using 'distancing' techniques (e.g. case studies and role-play)
- ✿ The provision of a 'question box' during some session
- ✿ Dealing with questions in an age-appropriate manner
- ✿ Using discussion and appropriate materials
- ✿ Encouraging reflection

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when via letter/ email.

7.4 External speakers

We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- ✿ Be suitably qualified to deliver RSHE sessions
- ✿ Be aware of the school policy on RSHE and work within this
- ✿ Be supervised by a member of staff at all times when on school premises
- ✿ Alert the teacher to any safeguarding concerns
- ✿ Understand their contribution they make to the broader RSHE programme
- ✿ Be suitably vetted prior to being booked

7.5 Safe learning

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.



As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:

- ☛ If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- ☛ If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later

7.6 Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. *Please see our Safeguarding policy.*

Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.

7.7 Staff training

All staff delivering RSHE through PD will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils, and the school as a whole.

7.8 Assessment and review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes (see appendix 2). This may include marked workbooks, self-assessment and peer assessment. Pupil's progress in PD will be included in the end of year report.

8. Roles and responsibilities

8.1 The Board of Trustees

The Board of Trustees will approve the RSHE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).



8.3 The Teaching Team

Personal development is taught by a range of experienced teacher from across the teaching faculty. The majority of KS4 is taught by member of the senior leadership team.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/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 head of Personal Development and then the Headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Personal development is delivered to encourage tolerance and respect.

9. Parents' right to withdraw

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. You can see here which parts of our programme are defined as sex education, Years 9 & 10 only (see Appendix 4). The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

To request that a pupil be excused from Sex Education parents should make this request annually to the Headteacher. The Headteacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND, however in exceptional circumstances the Headteacher may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.



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

10. Monitoring arrangements

The delivery of RSHE is monitored by G. Colborne – Head of Personal Development through:

Internal Quality Assurance practice, which will regularly monitor the delivery of RSHE, through work scrutiny, learning walks and pupil voice.

This policy will be reviewed by G. Colborne – Head of Personal Development annually. At every review, the policy will be approved by P Irons (Chair of Trustees) and C Gell (Headteacher).



Appendix 1: Relationships, sex and health education mapped.

Year group	Term	Core PSHE Theme <i>*Statutory</i>	Unit	Fernwood Award Points	Content and Knowledge	Relevant United Nations Day	Holistic outcomes and life skills	Themes
Year 7	1	Relationships*	My Friends	My Wellbeing Getting involved Teamwork	<ul style="list-style-type: none"> • Transition: Resilience through change • Being safe • Friendship and relationships • Bullying • Identity • Young carers • Diversity, gender and sexual orientation • Respect • Discrimination • Peer pressure • Showing gratitude • Taking responsibility • Conflict resolution • Being assertive 	International Day of Peace 21 September International Day of Non-Violence 2 nd October International Day for Tolerance 16 th November World Children's Day 20 th November	<ul style="list-style-type: none"> • Integrity and restorative action • Motivation and resilience • Affective skills • Self-management and organisation • Thinking and reflective skills 	<ul style="list-style-type: none"> • British values • RSHE
	2	Health and Wellbeing*	My Health (Including My First Aid)	My Wellbeing My Learning	<ul style="list-style-type: none"> • Personal safety • Healthy eating • Physical exercise • Personal hygiene • Puberty and menstrual wellbeing • Self-examination and screening • Dental health • Sleep • Caffeine and energy drinks • Vaping 	World Health Day 7 th April	<ul style="list-style-type: none"> • Health and wellbeing • Thinking and reflective skills 	<ul style="list-style-type: none"> • RSHE



					<ul style="list-style-type: none"> • My Emotions • Mental health • First Aid (CPR, Bleeding, Shock, Asthma, Allergies and choking) 			
	3	Living in the wider World	My Values	<p>Getting involved</p> <p>Citizenship</p> <p>My Progress</p> <p>Teamwork</p>	<ul style="list-style-type: none"> • Expectations and aspirations • Setting goals • Responsibility • Community • British values • Empathy for others • Service in the community 		<ul style="list-style-type: none"> • Community participation and contribution • Working with others • Social and interpersonal skills • Communication • Collaboration • Empathetic, respectful and caring • Empathy for others • Leadership • Commitment to social justice and equity 	<ul style="list-style-type: none"> • British values • Careers
Tear 8	1	Relationships* And Living in the wider World	My Rights	<p>Citizenship</p> <p>My Progress</p> <p>My Wellbeing</p> <p>Teamwork</p> <p>My Learning</p>	<ul style="list-style-type: none"> • Human rights • Rights and responsibilities • Inclusion • Diversity • Stereotypes • Prejudice and discrimination • Racism. • Equality • Identity • Mental health 	<p>International Day of Peace 21 September</p> <p>Human Rights Day 10th December</p> <p>World Day of Social Justice 20th Feb</p> <p>International Women's Day 8th March</p>	<ul style="list-style-type: none"> • Global and environmental awareness • Affective skills • Value and respect for diversity • Commitment to social justice and equity • Thinking and reflective skills 	<ul style="list-style-type: none"> • British values • EDI



	2	Health and Wellbeing*	My Wellbeing	My Wellbeing My Learning	<ul style="list-style-type: none"> • Mental Health • Wellbeing • Mindfulness • Stress • Grief • Anxiety • Panic attacks • Depression • Eating disorders • Personality disorders • Self-harm 	10 October is World Mental Health Day	<ul style="list-style-type: none"> • Health and wellbeing • Empathetic, respectful and caring • Motivation and resilience • Communication • Collaboration • Thinking and reflective skills 	<ul style="list-style-type: none"> • RSHE
	3	Health and Wellbeing*	My Choices	My Wellbeing Teamwork My Learning	<ul style="list-style-type: none"> • Peer pressure • Prescription drugs • Vaping and Smoking • Drugs • Alcohol • Drink spiking • Addiction • Aspirations and Careers 	World Health Day 7th April	<ul style="list-style-type: none"> • Integrity and restorative action • Health and wellbeing • Motivation and resilience • Self-management and organisation 	<ul style="list-style-type: none"> • Careers
Year 9	1	Relationships* and Health and Wellbeing*	My Relationships	My Wellbeing My Learning	<ul style="list-style-type: none"> • Respectful relationships • Types of relationship • Healthy relationships • Families • Conflict resolution and forgiveness • Marriage • Forced marriage and honour-based violence. • FGM • Consent and intimacy • Sexual harassment and abuse • Positive Masculinity • Ending relationships respectfully • Loss and bereavement 	International Day of Zero Tolerance to Female Genital Mutilation 6 th February White Ribbon Day International Day of Families 15 th May	<ul style="list-style-type: none"> • Integrity and restorative action • Health and wellbeing • Empathetic, respectful and caring • Communication • Collaboration • Thinking and reflective skills 	<ul style="list-style-type: none"> • RSHE • British values



2	Living in the wider World	My Citizenship		<ul style="list-style-type: none"> • Democracy • Rights and responsibilities • Digital and media literacy • The Justice System • Fraud, scams and gambling • Social media • Online friendships • Online presence • The Media • Online safety and AI • Gillick competence 	<p>World Interfaith Harmony Week, 1-7 February</p> <p>World Day of Social Justice 20th February</p>	<ul style="list-style-type: none"> • Social and interpersonal skills • Thinking and reflective skills • Commitment to social justice and equity 	<ul style="list-style-type: none"> • British values
3	Living in the wider World	My Responsibilities	<p>Citizenship</p> <p>My Learning</p> <p>Getting involved</p> <p>My Progress</p> <p>Teamwork</p>	<ul style="list-style-type: none"> • Self-esteem and confidence • Personal Strengths • Leadership • Democracy • Activism • Ethical living • Global Citizenship • Stewardship (Environmental citizenship) • Climate change • Conflict resolution • Responsibility • British values • Empathy for others • Service in the community 	<p>World Environment Day 5th June</p> <p>World Refugee Day 20th June</p>	<ul style="list-style-type: none"> • Global and environmental awareness • Thinking and reflective skills • Community participation and contribution • Working with others • Social and interpersonal skills • Communication • Collaboration • Empathetic, respectful and caring • Empathy for others • Leadership • Commitment to social justice and equity 	<ul style="list-style-type: none"> • British values • Global Citizenship



Year 10	1	Living in the Wider World and Health and Wellbeing*	My Integrity	My Wellbeing My Learning Citizenship	<ul style="list-style-type: none"> • Positive role models • Alcohol • Drugs • Prejudice and discrimination. • Extremism and radicalisation • Gangs and criminal exploitation • Hate crime 	International Day for the Elimination of Racial Discrimination 21 st March	<ul style="list-style-type: none"> • Integrity and restorative action • Empathetic, respectful and caring • Global and environmental awareness 	<ul style="list-style-type: none"> • RSHE • British values
	2	Relationships* Health and Wellbeing*	My Safety	My wellbeing My Learning	<ul style="list-style-type: none"> • Consent and intimacy • Sexting • Pornography • Contraception • Sexual health and STIs • Fertility • Pregnancy • Abortion • Parenting • Unsafe relationships: abuse, exploitation, grooming, coercion, rape, domestic abuse • FGM 	World AIDS Day 1st December	<ul style="list-style-type: none"> • Empathetic, respectful and caring • Global and environmental awareness • Research and information literacy • 	<ul style="list-style-type: none"> • RSHE
	3	Living in the Wider World	My Aspirations		<ul style="list-style-type: none"> • Aspirations • Strengths, values and assets • Effective revision strategies • Examination-related stress • Work Experience • Careers • Personal statements, application letters and CVs • Interviews 		<ul style="list-style-type: none"> • Health and wellbeing • Commitment to social justice and equity • Thinking and reflective skills 	<ul style="list-style-type: none"> • Careers
Year 11	1	Living in the wider World	My Future	Citizenship My Learning	<ul style="list-style-type: none"> • Financial decision making • Budgeting • Debt • Economic wellbeing 		<ul style="list-style-type: none"> • Learning and study skills • Motivation and resilience 	<ul style="list-style-type: none"> • Citizenship



					<ul style="list-style-type: none"> • Independent living • Conflict resolution 		<ul style="list-style-type: none"> • Self-management and organisation • Thinking and reflective skills 	
	2	Health and Wellbeing* Relationships*	My Life	My wellbeing	<ul style="list-style-type: none"> • Mental health and wellbeing • Body image, cosmetic surgery, body alteration, tattoos 	10 October is World Mental Health Day	<ul style="list-style-type: none"> • Health and wellbeing • Motivation and resilience 	<ul style="list-style-type: none"> • RSHE



Appendix 2: By the end of secondary school 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). • 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.



TOPIC	PUPILS SHOULD KNOW
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).



TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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. • The concept of consent including the importance of readiness for intimacy, the role that communication and respect play in healthy relationships, everyone’s right to not give or withdraw consent. and consent and what is meant by freedom and capacity to consent • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, consent, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.



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

Requests for withdrawal should be put in writing using this form and addressed to the Headteacher. If withdrawn, it is the parent's responsibility to have appropriate conversations with their child about this topic.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (Personal Development)			
Any other information you would like the school to consider			
Parent signature			

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



Appendix 4: Sex education aspects of the RSE curriculum.

The table below displays the aspects defined as sex education. You have the right to excuse your child from Sex Education (non NC science) but not from Relationships Education and Health Education.

Year group	When lesson/lessons are taught	Sex education elements that can be excused from
Year 10 PD	Term 2	<ul style="list-style-type: none">• Consent and intimacy• Pornography• Contraception• Sexual health and STIs• Unsafe relationships: abuse, exploitation, grooming, coercion, rape, domestic abuse