



# Relationships & Sex Education Policy

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A decorative graphic at the bottom of the page consists of several overlapping, wavy bands of color. From top to bottom, the colors are yellow, teal, and dark blue, creating a layered, wave-like effect that spans the width of the page.

**Policy Details**

Person Responsible for this Policy

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**YES**

CEO Signature

**Angela Ransby**

Trust Board Signature

**Alan Whittaker**

**Updates Made**

**Date**

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## 1. Introduction

The Trust believes that to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of each particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. Due to the transient nature of the cohorts we serve, this policy and related programmes of study will be shared and discussed with parents/carers and pupils at point of admission.

The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

## 2. Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their placement the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

### **Relationships Education, RSE and Health Education are intended to help pupils to:**

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

## 3. Definition of Relationships Education and Relationships and Sex Education (RSE)

Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with

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kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

**RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

#### **4. Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and academy community are set out in detail below.

**a. Board of Trustees**

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Head Teachers to account for the implementation of the policy.

**b. The Chief Executive Officer (CEO)**

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

**c. Head Teacher**

Each academy Head Teacher will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Head Teacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

The Director of Curriculum and Learning will review and monitor the application and implementation of this policy by receiving regular reports from the academy Head Teacher on educational outcomes. The Director of Curriculum and Learning will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Head Teacher.

**d. Staff**

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Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

**e. Parents**

The Trust hopes to build a positive and supportive relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

**f. Pupils**

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

## **5. Delivery of Relationships Education, RSE and Health Education**

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

### **Primary academies:**

In our primary academies Relationships Education will be delivered in science and Personal, Social, Health and Economic (PSHE) Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

### **Secondary academies:**

In our secondary academies RSE will be delivered in science, religious education, and Personal, Social, Health and Economic (PSHE) Education and will build on the foundation of Relationships Education delivered in primary school.

## **6. Relationships Education and RSE: Curriculum and Outcomes**

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

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It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils will have covered:

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

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and Media
- Intimate and sexual relationships, including sexual health

RSE is included in the PSHE curriculum which is delivered across all key stages and includes Health Education topics such as:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

An overview of which topics are taught across different key stages, and when, can be found within Raedwald Trust Site level curriculum documents accessed through <https://www.raedwaldtrust.com/> or as discussed at your child's school induction prior to starting placement. Further details can also be found in Annex 1 and Annex 2 of this policy.

## **7. Health Education: Physical health and mental well-being**

The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, Physical Education (PE) and Personal, Social, Health and Economic (PSHE) Education.

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An overview of which topics are taught across different key stages, and when, can be found within Raedwald Trust Site level curriculum documents accessed through <https://www.raedwaldtrust.com/> or as discussed at your child's school induction prior to starting placement.

## **8. Pupils with special educational needs and/or disabilities**

The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include interactive teaching methods such as the use of expert guest speakers, practical activities, using DVDs or video, group and paired activities, drama and role play.

## **9. Right to request withdrawal from sex education**

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary academies have the right to withdraw their child from sex education. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

Any parent wishing to withdraw their child from sex education in a secondary academy should complete the RSE section of the RT Admissions Forms and send it to the Head Teacher who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **10. Confidentiality and Child Protection**

The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;



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- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible;
  - decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## **11. Equal opportunities**

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

To ensure this policy remains relevant and due to the transient nature of our cohorts, parental consultation is completed on an ongoing and rolling basis through site level induction processes. Where a particular concern about our policy is raised, the relevant teams identify this with the Director of Curriculum to raise with Trust board to consider policy ratification. This is in place of an annual parental consultation process which would not capture the views of all families who have children supported through Raedwald Trust.

This considers the demographic of the school including the number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school. Local health data will be used to support provision as well as student, parent, staff and Trustee consultation.

In addition, all pupils attending a Raedwald Trust Academy will receive RSE at a level that is appropriate to them to meet their individual needs.

## **12. Complaints**

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the Trust's complaints policy.

## Appendix 1: Relationships Education Primary stage curriculum and outcomes

Dependent on the pathway or package accessed, primary aged pupils in Key Stage 2 will be taught a further refined curriculum. This will be discussed with families at admission meetings.

### Key Stage 1:

<b>Families and close positive relationships</b>	<ul style="list-style-type: none"> <li>• The roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• Identify the people who love and care for them and what they do to help them feel cared for</li> <li>• Different types of families including those that may be different to their own</li> <li>• Identify common features of family life</li> <li>• It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul>
<b>Friendships</b>	<ul style="list-style-type: none"> <li>• How people make friends and what makes a good friendship</li> <li>• How to recognise when they or someone else feels lonely and what to do</li> <li>• Simple strategies to resolve arguments between friends positively</li> <li>• How to ask for help if a friendship is making them feel unhappy</li> </ul>
<b>Managing hurtful behaviour</b>	<ul style="list-style-type: none"> <li>• Bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• How people may feel if they experience hurtful behaviour or bullying</li> <li>• Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>• Sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• How to respond safely to adults they don't know</li> <li>• How to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• Knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>• The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> </ul>

### Key Stage 2:

<b>SMSC and British Values</b>	<ul style="list-style-type: none"> <li>• What democracy is, and about the basic institutions that support it locally and nationally.</li> <li>• About the Houses of Parliament.</li> <li>• How laws are passed, about petitions and voting.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender</li> <li>• identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>• To recognise and challenge stereotypes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• Develop a range of vocabulary related to British Values.</li> <li>• Develop a broad knowledge and respect for public institutions.</li> <li>• Distinguish right from wrong and respect civil and criminal law.</li> <li>• Promote tolerance and harmony between different cultures.</li> </ul>
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• What positively and negatively affects their physical, mental and emotional health.</li> <li>• How to make informed choices and have a ‘balanced lifestyle.’</li> <li>• To recognise opportunities and develop the skills to make their own choices about food.</li> <li>• To recognise how images in the media (and online) do not always reflect reality.</li> <li>• To reflect on and celebrate their achievements.</li> <li>• To deepen their understanding of good and not so good feelings (extend emotional literacy vocabulary).</li> <li>• To recognise and manage conflicting emotions.</li> <li>• About change, loss, separation, divorce and bereavement.</li> <li>• To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard.’</li> <li>• To recognise, predict and assess risks in different situations and decide how to manage them responsibly and build resilience.</li> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>• To recognise when they need help and to develop the skills to ask for help.</li> <li>• School rules about health and safety</li> <li>• What is meant by the term ‘habit’ and why habits can be hard to change.</li> <li>• Which, why and how, commonly available substances and drugs can damage their immediate and future health and safety.</li> <li>• Strategies for keeping physically and emotionally safe including road safety</li> <li>• Strategies for keeping safe online.</li> <li>• About people who are responsible for helping them stay healthy and safe.</li> <li>• The responsible use of mobile phones.</li> <li>• How to manage requests for images of themselves or others.</li> </ul>
<b>Living in the wider world</b>	<ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues.</li> <li>• Why and how rules and laws that protect them and others are made and enforced.</li> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>• That these universal rights are there to protect everyone.</li> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</li> <li>• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</li> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• To consider the lives of people living in other places, and people with different values and customs.</li> <li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax.'</li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</li> <li>• What is meant by enterprise and begin to develop enterprise skills.</li> <li>• Take part in at least one enterprise activity per year.</li> <li>• To explore and critique how the media present information.</li> <li>• To critically examine what is presented to them in social media.</li> </ul>
<b>Relationships and Sex Education</b>	<ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To recognise and develop positive, healthy relationships.</li> <li>• To recognise ways in which a relationship can be unhealthy.</li> <li>• To recognise different types of relationships.</li> <li>• That civil partnerships and marriage are examples of a public demonstration of commitment and is freely entered.</li> <li>• That their actions affect themselves and others.</li> <li>• How to respond to unacceptable contact.</li> <li>• The concept of 'keeping something confidential or secret'.</li> <li>• To listen and respond respectfully to a wide range of people.</li> <li>• To work together towards shared goals and develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others and themselves.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</li> <li>• To recognise and manage 'dares'</li> <li>• About the difference between, and the terms associated with, sex, gender identity and sexual orientation</li> <li>• How to recognise bullying and abuse in all its forms.</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• That forcing anyone to marry is a crime.</li> <li>• To understand personal boundaries.</li> <li>• How their body will, and their emotions may, change as they approach and move through puberty.</li> <li>• About human reproduction.</li> <li>• About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</li> </ul>

### Sex Education

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

## Appendix 2: RSE Secondary stage curriculum and outcomes

Dependent on the pathway or package accessed, secondary aged pupils in Key Stage 3 and 4 may be taught a further refined curriculum. This will be discussed with families at admission meetings.

<b>Families</b>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as:             <ul style="list-style-type: none"> <li>○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online, “sexting”, and the difficulty of removing potentially compromising material placed online</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> </ul>

	<ul style="list-style-type: none"> <li>• the impact of viewing harmful content</li> <li>• that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

The National Curriculum for Science covers:

### Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

### Key stage 4

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- genes and sex determination in humans.