



St Catherine's  
School & College

*Specialists in Speech, Language and  
Communication Needs*

# Relationships, Sex and Health Education Policy (RSHE)

September 2024

## Document Information

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| <b>Title:</b>              | Relationships, Sex and Health Education Policy                      |
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## **1. Aims**

The aim of RSHE is to equip children and young people with the information and values they require to have safe, fulfilling and enjoyable relationships and to support their responsibility and understanding of their own sexual health and wellbeing. Effective RSHE education can make a significant contribution to the development of the personal skills required to establish and maintain relationships and the responsibility, where possible, to make informed decisions about their own health and wellbeing. RSHE education supports young people through their physical, emotional and moral development, supporting them to respect themselves and others and navigate through childhood to adolescence, to adulthood with confidence. This policy is underpinned by the ethos and values at St Catherine's we uphold it as an entitlement for students. We recognise the need to work as a whole school community to ensure a shared understanding of RSHE and to deliver an effective programme that meets the individual needs of our pupils. Through our policy and curriculum, we aim to enable our students to make safe, informed decisions about their wellbeing, health and relationships and to fulfill their self-efficacy. Students should be supported to make sound decisions when facing risks and challenges, developing resilience and identifying how, where and when to ask for help and support. At all times staff will be sensitive to the students' SLCN, cognitive, developmental and emotional needs as well as the wishes of parents/carers.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide an accurate framework of information in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, empathy, honesty and openness
- Create a positive culture around issues of sexuality and relationships as well as a tolerance towards those of different backgrounds, cultures, feelings, views and sexualities
- Teach students the correct vocabulary to describe themselves and their bodies
- The acceptance of the responsibility for and the consequences of personal actions as well as being supported to have an awareness of the way another person feels

Relationships, Sex and Health Education at St Catherine's School is part of the Personal, Social and Health Education programme and Joint Social Interaction programme delivered to all students. It is approached with the view of harm prevention and as a positive life course intervention which aims to increase the health and wellbeing of the children and young people at St Catherine's.

All students at St Catherine's have speech, language and communication needs; therefore in all areas of Relationships, Sex and Health Education the language used will be modified accordingly.

It is equally important that any delivery of Relationships, Sex and Health Education takes into account students' emotional and social development and responds accordingly to individual needs.

St Catherine's recognises that parents and carers are the key people in teaching their children about Relationships, Sex and Health and growing up. We aim to work in partnership with parents and students and welcome comments. Staff in our residential setting reinforce work done in the classroom appropriate to that of a parent's role in answering questions and giving information.

## **2. Values**

- To help our students develop self-confidence and a feeling of worth
- To encourage our students to make healthy and informed choices about their lives
- To develop their awareness of contributing factors to a healthy or unhealthy lifestyle risk taking behaviours such as drug taking, gambling and addiction
- To develop a caring attitude towards the environment and guide and support our students to understand their physical, emotional and moral development
- To support our students to make, maintain and terminate relationships and help better understand and respect themselves and others
- To support students to deal with difficult moral and social questions and how to keep safe within their community
- To support students to understand safe online behaviour and the reporting strategies available to them in order to safeguard themselves online
- To support students to understand how society works, their own rights and responsibilities and to encourage experience and exploration of their local community
- To develop awareness of the diverse society we live in
- To develop awareness of mental health issues facing young people and adults

## **3. Statutory requirements**

The 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 Personal, Social, Health and Economic Education (PSHE) compulsory in independent schools.

We must provide relationship education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education to primary aged school children but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to the guidance issued in June 2019 by the Department of Education as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At St Catherine's we teach RSHE as set out in this policy and the St Catherine's Fraser guidelines. The Fraser guidelines relate specially to contraception and sexual health and are available at request.

## **4. Policy development**

This policy has been developed in consultation with staff, pupils, parents and governors. It is developed in accordance with most recent requirements of the law and DfE guidance Relationships, Sex and Health Education. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity share ideas related to the topic via a questionnaire. They were then shown the draft policy and encouraged to make recommendations
3. Parent consultation – parents were invited to view the draft policy and feedback any recommendations

4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **5. Definition**

RSHE education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Some aspects are taught in science and others are taught as part of our Personal, Social, Health and Economic education (PSHE).

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

RSHE is not about the promotion of sexual activity, it is a comprehensive programme that provides accurate information about the body, reproduction, sex and sexual health. It also supports the building of skills to give children and young people the ability to build positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **6. Curriculum**

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

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

Where appropriate, Primary sex education may 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.

All curriculum materials and resources are available to parents on request.

## **7. Delivery of RSHE including RSHE team**

There are many overlaps and connections between health, relationships, economic wellbeing and thriving in life and work. Our delivery of RSHE is primarily through our delivery of PSHE lessons. We endeavor to deliver a dynamic, differentiated and tailored curriculum to meet the changing needs of pupils with SEND. Delivery will be inclusive, factually accurate and in line with safe working practices. Teachers and therapists will have relevant subject knowledge and skills to create a safe learning environment where questions can be asked and managed, discussions on sensitive issues can be held appropriately and the knowledge and progress of students assessed. We want our students to be happy, healthy and safe and support them to be equipped throughout childhood and adolescence and into adult life and to make a positive contribution to society. Subjects delivered are designed to support children from all backgrounds to build positive and safe relationships and thrive in modern Britain. We will foster respect for others and for differences and educate our students about healthy relationships.

At St Catherine's we have an integrated RSHE team who have all completed training to deliver this area of the curriculum to children and young adults with SEND. This team consists of teachers, therapists and our school nurses. Students will be assigned the most appropriate group for this curriculum area and each group will be led by a member of the RSHE as well as other teaching and therapy staff. There may be occasions when it is appropriate to use the support of a visiting health care professional. At times it may be appropriate to deliver parts of the programme in same-sex groups.

Delivery may include the following activities:

- Integrated teacher and therapist led instruction
- Specialist teaching
- Nurse led instruction
- Group discussion
- Group/individual work (school and care time including key working).
- Awareness days/weeks
- Group/individual intervention

Management of the Sex and Relationships Education programme is by the staff group with responsibility for overseeing delivery of the PHSE programme/Joint SI programme.

A student may be referred internally to receive an additional or responsive intervention; this may be on an individual basis or as part of a selected group. Staff at St Catherine's can make these referrals if there are concerns relating to, but not limited to; inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBTQ+, human reproduction, boundaries, choices, risks and consequences. This will also be monitored by senior staff through our internal behaviour and safeguarding system CPOMs, with open and transparent information sharing with parents and carers to support them externally. Students will be assigned to an appropriate member of the RSHE who will support the student and liaise with therapists and parents/carers.

## **8. Content**

The content of each lesson will vary depending on the individual needs of each class group. A schedule of topics which are required to be covered as well as those which are additional (but felt to be valuable to our learners) will be available to all staff. Additional content will be gleaned from our interpretation of UK and local data to ensure that our learners cover topics most valuable to them. Therefore, our schedule of topics will remain flexible to allow for the changing needs of our students. Consultation will be sought from parents, staff and students to ensure the content means the needs of our students.

The content for Sex education and Relationship education will be separated into topics and stages of school to aid understanding of what is being delivered and to whom. However, please note that areas included in the primary curriculum will still need to be covered once a student reaches secondary age due to the needs of our students. The content of sixth form will also cover elements from primary and secondary but also have some additional topics.

Please note that the teaching of LGBTQ+ is very much integrated as part of the St Catherine's culture. It is part of the culture and ethos of the school to be understanding and supportive of all. It is not a stand alone topic but due to the nature of our young people's needs, it will often be revisited during specific teaching sessions and as part of our SMSC and PSHE delivery. This is to ensure that our young people have a clear understanding which will support them in being accepting of all within society.

St Catherine's are aware of the need to ensure students are aware of the potential dangers online and how to keep themselves safe. E-Safety has been made a priority through the guidance published by the Department of Education and also through St Catherine's local data. It is therefore viewed as core content for both the primary and secondary curriculum for RSHE as well as being embedded within all teaching and learning at St Catherine's. Staff teaching RSHE are aware that topics outside of the designated 'Online and Social Media' curriculum plan may also occur equally on and offline, particularly as students reach secondary age. They will ensure that their teaching reflects this and explore how to keep safe in all contexts.

## 8.1 Inclusion

We will teach all topics within the curriculum in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils experiences
- During lessons, makes pupils feel:
  - safe and supported
  - able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- a whole class setting
- small groups or targetted sessions
- 1-to-1 discussions

and given careful consideration to the needs and understanding of the individual pupils when doing so

## 8.2 Use of resources

We will consider whether the resources we use are:

- aligned with the teaching requirements set out in the statutory RSE guidance
- support our pupils to apply their knowledge in different contexts and settings
- are age appropriate and consider the development stage and background of our pupils
- are evidence based and contain accurate facts and statistics
- are from credible sources
- are compatible with the appropriate teaching approaches at St Catberin'es
- Are sensitive to pupils experiences and will not provoke distress

## 8.3 Use of external organisations and materials

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

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

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:



- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **9. Language**

During RSHE lessons, staff will support students' understanding through supporting their individual speech, language and communication needs. Our integrated education and therapy staff team will:

- Teach students what 'slang' words mean (where appropriate) and that some are offensive (sixth form only)
- Use inclusive language when discussing relationships
- Use correct terminology to support best practice and accurate understanding

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSHE and will have benefits for the whole school community – both in and out of school.

## **10. Confidentiality**

Staff will follow the school's policy with regards to confidentiality. As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who may confer with the Principal before any decision is made.

The student concerned will be informed that confidentiality is being breached and reasons why. They will be supported throughout the process.

## **11. Safeguarding and child protection**

Effective Sex and Relationships Education may bring about disclosures of safeguarding and/or child protection issues and staff should be aware of the procedures for reporting their concerns via the school policies. RSHE can support students to understand the difference between safe and abusive relationships and equip them with the knowledge of how and when to get help if they require it. The Designated Safeguarding Lead (DSL) and wider safeguarding team at St Catherine's will monitor this area closely and maintain staff training and awareness, daily support in school to student, parents/carers and staff and liaise with relevant external agencies.

## **12. Controversial and Sensitive Issues**

Staff are aware that views around Relationships, Sex and Health Education related issues are varied. While personal views are respected, all Sex and Relationships Education issues are taught without bias. Topics are presented so that students are able to form their own, informed opinions but also respect others that may have a different opinion.

## **13. Dealing with Questions**

Both formal and informal questions are answered according to the age and maturity of the young person concerned. Questions do not have to be answered directly in the classroom, and can be addressed individually later. The School believes that individual adults must use their skill and discretion in this area and refer to the DSL if they are concerned.

#### **14. Health and Safety**

Health and safety issues form an important aspect of the Relationship, Sex and Health Education programme and it is the policy in St Catherine's to regard student safety as a priority issue. All lessons and activities are undertaken with the welfare of students in mind and are the responsibility of the instructor in charge.

#### **15. Equality of Opportunity/Race Equality**

All students will be given the opportunity to follow the programme regardless of gender, race, ethnicity and ability. This policy has been written with the Equality Act 2010 in mind.

Parents are entitled to withdraw their child from sex education. Once the child is 15 years old, they are entitled to make their own decision in regards to attending sex education. However, relationships education is now statutory meaning all children and young people must attend. To support parents with making this decision, the areas from which a student can be withdrawn at parental request have been highlighted within our content guide. Parents will be informed when their child will begin sex and relationships education. If parents wish to withdraw their child, they will be withdrawn from the sex education section but will continue to attend the relationships part. Staff at St Catherine's encourage all parents to discuss any worries or concerns relating to this topic of learning.

#### **16. Roles and responsibilities**

##### **16.1 The Governing Board**

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation.

##### **16.2 The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

##### **16.3 Staff**

Staff are responsible for:

- Delivering RSHE 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 RSHE
- Liaising with/referring to the internal RSHE team to support student
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

All form tutors, supported by the RSHE team, throughout the school and sixth form are responsible for delivering SRE. Speech and Language therapists within the school are also jointly responsible for delivering the relationships content for SRE as part of their Social Interaction sessions.

#### **16.4 Pupils**

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

#### **17. Parents' right to withdraw**

##### Primary school students

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

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

##### Secondary school students

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal, alternatively an email address to [principal@stcatherines.org.uk](mailto:principal@stcatherines.org.uk).

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

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

Prior to undertaking the delivery of RSHE, school will make formal contact with parents and carers to detail the subject content and learning intentions for our young people. Parents and carers are encouraged to familiarise themselves with the content so that they can support their child's understanding and application of the subject content. This policy will be available for parents and carers on our school website and parents will be notified of this via our school newsletter.

#### **18. Training and CPD**

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. Particular staff may also access enhanced professional training from trained practitioners in order for us to offer intervention education as necessary. The expertise of outside agencies may be appropriate and if so, suitable experiences and/or knowledgeable visitors from outside of school may be invited to contribute to effective RSHE delivery.

## **19. Assessment and Monitoring arrangements**

Teaching and learning of RSHE will be largely assessed by:

- Assessment for learning
- Teacher assessment
- Student self-assessment (where appropriate)

The delivery of RSHE is monitored by the SRE working party through:

- Lesson planning and observations
- Teacher monitoring through lessons planning and learning walks.
- Pupil feedback

Delivery of the Relationships, Sex and Health Education programme at St Catherine's aims to affect long term behaviour so is difficult to assess formally. Factual knowledge and understanding may be assessed by quizzes and questionnaires and will be assessed in group discussions with reinforcement delivered in a one to one situation where necessary and appropriate to the individual. Questionnaires will be introduced for staff and students to help monitor overall feelings of wellbeing and confidence in recognising and reporting issues relating to sex and relationships. The school's data may also be monitored for patterns relating to the increase in knowledge. This may include a decrease in certain behaviours or an increase in reporting due to increased understanding.

This policy will be reviewed by a member of the working party annually. At every review, the policy will be approved by the governing board and the Principal.

## **20. Related Policies/Procedures**

Safeguarding and Child Protection Policies

Mental Health and Wellbeing Procedure

PSHE Policy (including religious education/SMSC)

Functional Communication

Joint Social Interaction

Anti-bullying Policy

Online Safety Procedure

Equality and Diversity Policy

Positive Behavior Policy

**Appendix 1: By the end of primary school pupils should know**

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| Being safe | <ul style="list-style-type: none"><li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>● 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</li><li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>● Where to get advice e.g. family, school and/or other sources</li></ul> |

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

| TOPIC    | PUPILS SHOULD KNOW  |
|----------|---|
| Families | <ul style="list-style-type: none"><li>● That there are different types of committed, stable relationships</li><li>● How these relationships might contribute to human happiness and their importance for bringing up children</li><li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>● The characteristics and legal status of other types of long-term relationships</li><li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul> |



| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul> |

| TOPIC            | PUPILS SHOULD KNOW   |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul> |
| Being safe       | <ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>   |

| TOPIC  | PUPILS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

| TOPIC   | PUPILS SHOULD KNOW   |
|---------|--|
| The Law | <p data-bbox="474 363 1995 592">It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p data-bbox="474 639 1939 708">Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul data-bbox="474 759 2063 1442" style="list-style-type: none"><li data-bbox="474 759 640 788">● marriage</li><li data-bbox="474 807 1010 836">● consent, including the age of consent</li><li data-bbox="474 855 954 884">● violence against women and girls</li><li data-bbox="474 903 2063 970">● online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li><li data-bbox="474 989 696 1018">● pornography</li><li data-bbox="474 1037 640 1066">● abortion</li><li data-bbox="474 1085 640 1114">● sexuality</li><li data-bbox="474 1133 725 1161">● gender identity</li><li data-bbox="474 1181 752 1209">● substance misuse</li><li data-bbox="474 1228 972 1257">● violence and exploitation by gangs</li><li data-bbox="474 1276 898 1305">● extremism and radicalisation</li><li data-bbox="474 1324 1771 1353">● criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li><li data-bbox="474 1372 663 1401">● hate crime</li><li data-bbox="474 1420 943 1449">● female genital mutilation (FGM)</li></ul> |

**Appendix 3: By the end of sixth form pupils will have covered**

| TOPIC               | PUPILS WILL COVER  |
|---------------------|--|
| <b>Sexual Slang</b> | <p>A discussion around slang words of a sexual nature linked to the following topics:</p> <ul style="list-style-type: none"><li>● Humour</li><li>● Correct names for parts of the body</li><li>● Managing reactions</li><li>● Keeping young people safe – Understanding of what they are being asked</li><li>● Swearing – ensuring an understanding of what they might be saying</li></ul> |
| <b>Keeping Safe</b> | <ul style="list-style-type: none"><li>● Alcohol</li><li>● Drugs</li><li>● Private vs public</li><li>● P.A.N.T.S rule – NSPCC initiative</li><li>● Consent</li></ul>  |

#### Appendix 4: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

|                            |        |              |        |
|----------------------------|--------|--------------|--------|
| <b>Approved by:</b>        | [Name] | <b>Date:</b> | [Date] |
| <b>Last reviewed on:</b>   | [Date] |              |        |
| <b>Next review due by:</b> | [Date] |              |        |