

# Relationships and Sex Education policy

Cranbrook Education Campus



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### 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

### 2. Statutory requirements

RSE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum. Academies do not have to follow the National Curriculum in the secondary phase and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Cranbrook Education Campus, we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy via an online survey.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our 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.

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

## 6. Delivery of RSE

In the primary phase, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

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

In the secondary phase, RSE is taught within the Cranbrook Values curriculum and science curriculum. Pupils also receive collapsed time-table sex education sessions delivered by trained professionals.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

## 7.2 The headteacher

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

## 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory /non-science components of RSE

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

In the primary phase, all class teachers have a responsibility to teach RSE. There is a named primary PSHE/RSE lead. In the secondary phase there is a designated Cranbrook Values teacher who teaches RSE in these lessons.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

In the primary phase, parents do not have the right to withdraw their children from relationships education as the content covered is statutory and we do not teach separate sex education.

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

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

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

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Deputy Headteacher through: planning scrutinies, learning walks, book looks and feedback from pupil voice

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

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1a: Curriculum map primary phase

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p><b>Me and My Relationships:</b> I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with ‘not so good’ feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p> <p><b>Valuing Difference:</b> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping Myself Safe:</b> I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.)</p> <p><b>Rights and Responsibilities:</b> I can give some examples of how I look after myself and my environment - at school or at home.</p> <p>I can also say some ways that we look after money.</p>	Coram Life Education SCARF
	Summer	<p><b>Being my best:</b> I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day.</p> <p><b>Growing and Changing:</b> I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn’t do when I was a toddler. I can tell you what some of my body parts do.</p>	Coram Life Education SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p><b>Me and My Relationships:</b> I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p> <p><b>Valuing Difference:</b> I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping Myself Safe:</b> I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p><b>Rights and Responsibilities:</b> I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	Coram Life Education SCARF
	Summer	<p><b>Being my Best:</b> I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>Growing and Changing: I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.</p>	Coram Life Education SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p><b>Me and My Relationships:</b> I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> <p><b>Valuing Difference:</b> I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping Myself Safe:</b> I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	Coram Life Education SCARF
	Summer	<p><b>Rights and Responsibilities:</b> I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p><b>Being my Best:</b> I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	Coram Life Education SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p><b>Me and My Relationships:</b> I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p><b>Valuing Difference:</b> I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping Myself Safe:</b> I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p><b>Rights and Responsibilities:</b> I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	Coram Life Education SCARF
	Summer	<p><b>Being my best:</b> I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p> <p><b>Growing and Changing:</b> I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p>	Coram Life Education SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p><b>Me and My Relationships:</b> I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p><b>Valuing Difference:</b> I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping myself safe:</b> I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p><b>Rights and Responsibilities:</b> I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	Coram Life Education SCARF
	Summer	<p><b>Being my best:</b> I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p><b>Growing and Changing:</b> I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	Coram Life Education SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	<p><b>Me and My Relationships:</b> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p> <p><b>Valuing Difference:</b> I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	Coram Life Education SCARF
	Spring	<p><b>Keeping Myself Safe:</b> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p><b>Rights and Responsibilities:</b> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p>	Coram Life Education SCARF
	Summer	<p><b>Being my best:</b> I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.</p> <p><b>Growing and Changing:</b> I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	Coram Life Education SCARF

Appendix 1b: Curriculum map secondary phase

**Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	<p><b>Being Me In My World.</b> Big Question How do I fit into the world I live in? Identity – what makes a person? Is fitting in more important than being unique? Influences/ peer pressure That happiness is linked to being connected with others Maintaining positive relationships with people who are different to me Online identity and relationships</p> <p><b>Celebrating Difference.</b> Big Question Do we need to feel ‘the same as’ to belong? Challenging prejudice and discrimination Protected characteristics Assertiveness Role of a bystander Stereotypes Bullying Assertiveness Relationship skills</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b>Dreams and Goals.</b> Big Question: Can my choices affect my dreams and goals? Identifying personal dreams and goals Skills for the 21st century workplace Steps to achievement Managing set-backs Basic first aid in emergency situations Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</p> <p><b>Healthy Me.</b> Big Question: To what extent am I responsible for my mental and physical health? Recognizing and describing emotions Strategies for positivity Managing stress Link between mental health and activity Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep</p>	Jigsaw
	Summer	<p><b>Relationships.</b> Big Question: What can make a relationship healthy or unhealthy? Identifying my relationships Values and qualities in healthy relationships Relationship change Managing my responses to keep my relationships healthy and safe Discernment Media portrayal of relationships Assertiveness Sexting Rights and responsibilities (including consent)</p> <p><b>Changing Me:</b> Big Question: What changes are happening to prepare me for adulthood? Puberty and body development (Re-cap from primary) Conception and childbirth (Re-cap from primary) Choices with pregnancy (IVF, surrogacy, contraception) Different types of parenting and families Self and body-image FGM, breast ironing Brain changes in adolescence Emotional changes in adolescence</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn	<p><b>Being Me In My World.</b> Big Question Can I choose how I fit into the world? How have I changed? Planning for the year ahead Family, what does that mean to me? Different types of committed stable relationships Does my family influence me? Active listening Stereotyping (in families) What do I choose to ‘hear’ about myself? Faith and beliefs Cultural diversity</p> <p><b>Celebrating Difference</b> Big Question How different are we really? Recognizing similarities Prejudice and discrimination Protected characteristics Social injustice and inequality Hate crime Making a positive contribution to community Making a difference and links to wellbeing Blood and organ donation</p>	Jigsaw
	Spring	<p><b>Dreams and Goals</b> Big Question: Can the choices I make now influence my future? Short-, medium- and long-term goals Resilience Employability skills Career choices My online ‘footprint’ Budgeting Debt Gambling inc links to mental health Positive/negative role of money in society inc links to mental h</p> <p><b>Healthy Me</b> Big Question: Can I become more responsible for my health and happiness? Taking personal responsibility for health Stress triggers Managing stress Substances and their effects Drug supply and possession County lines/exploitation/gang culture Role of medicines and vaccines Dental health.</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b>Relationships.</b> Big Question Because I'm worth it...or am I?            Relationship with self. Negative self-thoughts Body-image including online and in media Competing relationships and how to manage these demands Personal space inc online Media portrayal of relationships Media manipulation Components of positive relationships Personal space Social media and online safety Illegal aspects of social media Recognizing negative relationships and skills to manage them</p> <p><b>Changing Me:</b> Big Question: What factors can make an intimate relationship happy and healthy? Boyfriends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs Choosing to 'come out' Pornography Alcohol and relationships</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn	<p><b>Being Me In My World.</b> Big Question To what extent does the world I live in affect my identity? Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p> <p><b>Celebrating Difference.</b> Big Question Is being different a good thing? Sexism and homophobia Perception of others Positive and negative language, banter and verbal bullying Types of bullying Recognizing prejudice Stereotyping</p>	Jigsaw
	Spring	<p><b>Dreams and Goals</b> Big Question Who do I dream of becoming? Personal strengths and weaknesses SMART planning Mental health and body image, self-esteem; Recognising mental ill-health self-harm &amp; suicide, eating disorders, depression, anxiety pressure (peep, online, media) Maintaining mental health. Accessing mental health support</p> <p><b>Healthy Me</b> Big Question How can substances impact on wellbeing? What does the media say about teenagers? Dental health Alcohol and decision making Drugs and decision making Emergency first-aid Substances and mental health</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b>Relationships.</b> Big Question Is choice important within intimate relationships? Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections Am I normal? Common concerns around adolescence.</p> <p>Big Question How can change affect mental health? Changing perceptions and opinions Mental health Common mental health issues Skills for change and ‘pressure’ Adapting to change Self-reflection and evaluation Transition (</p>	Jigsaw
Year 10	Autumn	<p><b>Being Me In My World.</b> Big Question: Is managing my online and off-line world within my control? Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world</p> <p><b>Celebrating Difference.</b> Big Question: Does everyone in society have the right to equality? What does equality mean to me? Equality in the workplace Equality in society Equality in relationships Equality and vulnerable groups Power and contro</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b>Dreams and Goals</b> Big Question: Is success only possible when physical and emotional needs are in balance? Dreams for myself and the world; balance and perspective, relationships and community. Jobs - legislation around work for young people Managing setbacks/ resilience building Planning for success</p> <p><b>Healthy Me</b> Big Question: When it comes to health to what extent am I in control? Physical health; screening, vaccination, personal hygiene. Health MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</p>	Jigsaw
	Summer	<p><b>Relationships.</b> Big Question Is love all you need? What makes a happy relationship Parenting relationships Relationship breakdown Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation.</p> <p><b>Changing Me:</b> Big Question Can all change be positive in some way? How does social change affect me? Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce Gender identity Spectrum of sexuality Managing the challenges in the year ahead</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn	<p><b>Being Me In My World:</b> Big Question: Are we in the adult world at 16? Entering the adult world Ok at 16, Legislation affecting 16- year olds Managing adult on-line relationships Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury</p> <p><b>Dreams and Goals:</b> Big Question Can I rely on myself to achieve my goals or do I need luck or destiny? Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting) Resilience Contingency planning</p>	Jigsaw
	Spring	<p><b>Healthy Me:</b> Big Question: Should relationships, sex and sexual health be discussed more openly? Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc) Communication about relationships, sex and sexual health Exam preparation and concentration, sleep, stress, relaxation.</p> <p><b>Relationships:</b> Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships? Sexuality spectrum Respect and equality in relationships (recognizing conflicts and power-based relationships) Individuality in relationships Stages of relationships Sexual relationship checklist Gender/honor based violence FGM</p>	Jigsaw

## Appendix 2: 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>

### Appendix 3: 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			
Any other information you would like the school to consider			
Parent signature			

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