

Relationships, Sex and Health Education and PSHE Policy

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Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
New	TM, MG,	May 2023	New Trust Policy Template		
V0.1	AS	Aug 24	Combine RSE and PSHE Policies		
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1. Aims

At Duke's Aldridge Academy, students have timetabled Personal, Social, Health, and economic education (PSHEe) lessons from Year 7 to Year 11.

We teach PSHEe as it helps students to, develop the knowledge, skills, and attributes they need to thrive as individuals, family members, and members of society. PSHEe aims to help students stay healthy, safe, and prepared for life – and work – in a changing world.

Today's young people are growing up in a world full of opportunities but with many risks and anxieties too. While some risk-taking behaviours, such as substance misuse, appear to be in decline, other – often linked – issues are emerging, particularly about our mental health, relationships, and safety, both offline and, increasingly online. The PSHEe curriculum map is in Appendix 1.

Our aim with RSHE lessons is:

- Provide a framework 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, and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach students the correct vocabulary to describe themselves and their bodies; and
- To meet the needs of our students in relation to the local context.

2. Statutory requirements and guidance

As a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Duke's, we teach RSHE as set out in this policy.

This policy also takes account of the government guidance below:

- Latest version of Keeping Children Safe in Education
- Latest version of Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE Statutory Guidance
- Ofsted Education Inspection framework: Personal Development

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. This is referred to within:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex>

[https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-relationships-and-sex-education-rse-and-health-education)

[*The latest version of Keeping Children Safe in Education Working Together to Safeguard Children 2018 \(updated 2020\)*](#)

[*Education \(Independent School Standards\) Regulations 2014*](#)

[*The Equality Act 2010*](#)

[*The latest version of Careers Guidance and Access for Education and Training Providers*](#)

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance (see above)
- We must teach health education under the same statutory guidance (see above)
- This policy works in close association with our Relationships, Sex and Health Education Policy

This policy also complies with the terms of our funding agreement.

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

4. Definitions

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.

RSHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

“PSHE education is a school subject through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that

well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.’ PSHE Association 2019

The PSHE curriculum ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

5. Curriculum

RSHE / RHE

Our RSHE curriculum is set out as per Appendix I, 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, developmental stage, needs, and feelings of our pupils. Aldridge Education Trust has created a KS3-KS5 curriculum for Academies to use, that meets all statutory and curriculum requirements. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

PSHE and RSHE

At Duke's PSHE is delivered two hours a fortnight for Years 7 to 9 and an hour a fortnight for Year 10 and 11. Year 10 and 11 also have PSHE delivered through Tutor Time on Thursday and Friday mornings. Aspects of PSHE like online safety and puberty are also covered in other subjects such as Computing and Science. On top of this our Assembly Programme reflects British Values and SMSC by highlighting for example Black History Month, Hanukkah, International Women's Day, Remembrance Day, Anti Bullying Week etc. We also have drop down mornings/afternoons where we have had external visitors in such as from Face Front Company and Inner Spark.

The academy follows the creates its own PSHE scheme of work and also uses schemes of work from the Trust. The curriculum content aims to meet our students' needs to ensure local context is reflected as is British Values and SMSC. The Academy PSHE curriculum map can be found in Appendix I.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). (Appendix I)

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year. (Appendix I)

6. Delivery of RSHE (secondary) / RHE (primary) & PSHE

6.1 How we teach it

RSHE / RHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). The wider Personal Development curriculum includes mapping of the PSHE and RSHE curriculum.

RSHE 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 RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

PSHE

- PHSE is taught in 1 hour lessons per week to years 7, 8 & 9. The subject is covered through bi weekly lessons in years 10 and 11 and also during tutor time.
- Some elements of the PHSE/RHSE curriculum are covered by ad hoc drop down days and workshops for example theatre companies.
- Teachers will not let their personal beliefs influence their teaching of PSHE.
- Attitude to learning in PSHE is covered through the reports parents receive at Parents evenings.

6.2 Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' lived 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 targeted sessions
 - I-to-I discussions
 - Digital formats
- Use External professional or organisations
- Give careful consideration to the level of differentiation needed

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't intentionally provoke upset or distress

7. 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 and religious impartiality.

The academy 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 RSHE and PSHE 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
 - Any other Government Guidance
- 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
- Provide guidance on who and how to respond to student questions?
- Ask to see in advance any materials that the agency may use in advance of the session

- 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 and ensure compliance with Trust GDPR policy and processes?
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that there is a member of staff ~~teacher~~ is in the room during any sessions with external speakers

We won't, 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

8. Roles and responsibilities

8.1 The Board of Trustees

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

8.2 The Local Governing Committee

The local governing committee will monitor and moderate the implementation of this policy.

8.3 The Principal & other key staff

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

The PSHE lead, the DSL and the SENDCO have input into the planning and teaching and the PSHE Lead is responsible for:

- Conducting in-depth analysis of the PSHE schemes that are available and using/and/or adapting the highest quality resources, understanding local context and needs of the students/academy. The curriculum needs to be progressive for students as they move through the Academy.
- Developing and/or adapting materials to support the delivery of PSHE and ensure all teachers within the Academy have access in a timely manner. This should include detailed subject knowledge and guidance on how to deliver lessons and topics.
- To have completed a full PSHE audit (using trust template) to ensure all National Curriculum and statutory requirements are met. Any gaps must be identified and reflected in a revised curriculum map to ensure minimum standards.
- To ensure all PSHE teachers have access to regular co-planning sessions and any training requirements (both formal and informal) are identified and met within a timely manner. This may be delivered within the Academy, or through Trust wide events or suitable and accredited third party organisations.

- All PSHE lessons are regularly quality assured to identify areas of improvement in quality of teaching and/or resources being used. This process should be consistent, tracked and where appropriate, staff supported through coaching if/when required.
- Ensuring all students have access to and complete assessments to ensure PSHE is understood by students in all key stages.
- PSHE Leads should work alongside the Academy DSL and Estates team to review data that could reflect student behaviour and culture and ensure opportunities to reteach topics to improve behaviour and culture are implemented.
- Ensuring the effective monitoring and evaluation of all PSHE education provision within the school's curriculum, including a minimum of student voice being conducted once per term.

8.4 Staff

Staff are responsible for:

- Delivering RSHE & PSHE in a sensitive way
- Modelling positive attitudes to RSHE & PSHE
- 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 RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with their PSHE Lead and/or the Principal.

Personal Development Lead - Mr S Bawden (Assistant Principal)

PSHE Lead - Ms N Tuptuk (Director of Humanities)

PSHE Tachers (24/25): Ms PHarvey, Ms S Williams, Ms T Francis-Clarke, Ms N Karaphillides, Ms PPochylska, Mr A Jaffer, Mr M Durrant, Ms K Ryan, Ms S Renny, Ms D Asparhova, Ms A Adebambo, Ms B Mcfarlane.

8.5 Pupils

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

9. Parents' right to withdraw

All curriculum materials should be able to be viewed by parents if requested. Parents and carers have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. Academies should inform students when they have the legal right to access RSE should their parents have previously withdrawn. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy 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 Principal.

Academies will identify which parts of their curriculum are considered sex education, and pupils will be withdrawn from only these lessons

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

10. Training

Staff are trained on the delivery of RSHE & PSHE as part of their induction and it is included in our continuing professional development (CPD) calendar.

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

Regular measures need to be put in place to identify CPD requirements for RSE Teaching staff and ensure those needs are met in a timely manner.

The academy places an importance on PSHE staff training and CPD through:

- Initial staff training and CPD during calendared INSET days
- Co-planning time that is built into the school CPD calendar

11. Links with other Policies and Procedures

- Child Protection and Safeguarding Policy
- Equality Statement and Objectives
- SEND Policy
- Curriculum Policy
- Behaviour Policy and Anti Bullying Policy
- E-Safety Policy
- Curriculum
- Careers Education and Guidance Policy
- Assessment Policy

12. Monitoring arrangements

The delivery of RSHE & PSHE is monitored through learning walks and assessment reporting. PSHE is included in the weekly SLT monitoring schedule.

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

The localisation of this policy will be reviewed by Mr S Bawden annually. The localised information in this policy and its implementation will be monitored by the Local Governing Committee annually.

Appendix I: Curriculum map

If you would like to see lesson resources (PowerPoints and Booklets) don't hesitate to get in touch with Mr Bawden: sbw@dukesacademy.org.uk

Relationships	Health
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Year 7		
Autumn Term	Transition	Diversity, Prejudice, and Bullying
	<ul style="list-style-type: none"> • Being New and Support in School • Change and Managing Change • Thriving in Secondary School • My Personality and Unhelpful Thoughts • Growth Mindset • Loneliness and Connection • What Makes a Good Friend and Review of Topic 	<ul style="list-style-type: none"> • My Identity: Rights and Responsibilities • Diversity in Haringey • Challenging Prejudice, Stereotypes, and Discrimination • Signs and Effects of Bullying • Responding to Bullying • Am I normal and Review of Topic
Spring Term	Healthy & Puberty	Building Relationships
	<ul style="list-style-type: none"> • What is puberty? • Emotional changes and how my brain works • How I feel and Personal Hygiene • Menstrual Cycle and Managing Periods • Importance of exercise and Healthy Diet • Importance of Sleep and Review of Topic 	<ul style="list-style-type: none"> • What is mental health? • What is self-esteem? • What is body image? • Qualities and behaviours relating to different types of positive relationships • How to recognise unhealthy relationships • Consent and Review of Topic
Summer Term	Financial Decision Making & Risk	Looking after Yourself
	<ul style="list-style-type: none"> • Wages and cars • Needs & Wants and Budgeting 	<ul style="list-style-type: none"> • Managing influences to make good choices • Maintaining physical health

	<ul style="list-style-type: none"> • Financial Risks, Gambling • Fraud • Identity Fraud • Gaming and Review of Topic 	<ul style="list-style-type: none"> • Vaping • FGM • Medicine Safety & Dental Hygiene • Dangers of Fire and Review of Topic
Year 8		
Autumn Term	Risky Behaviour	Discrimination
	<ul style="list-style-type: none"> • Exploring Attitudes Around Drugs • Drugs and the Law & Types of Drugs • Consequences of Drug Use • Alcohol, its Effects, and Risk • Tobacco, Influences, and Risk • Caffeine and Managing Influences • Habits & Addiction and Review of Topic 	<ul style="list-style-type: none"> • British Values & Equality • Equality Act • Negative Attitudes, Discrimination • Sexual Bullying, Homophobic Bullying • Large Scale Discrimination, Black Lives Matter • Disablism and Review of Topic
Spring Term	Relationships, Endings, and Loss	Negative Peer Influences
	<ul style="list-style-type: none"> • Types of Relationships, Forming New Friendships • Love? Compliment? • Why Relationships End, Dealing with Breakups • Divorce and Separation, Coping with Divorce as a Child • Understanding Loss and Bereavement, How Grief Affects Behaviours • Helping Others Cope with Grief and Review of Topic 	<ul style="list-style-type: none"> • Strange Friendships • Grooming • Escalating Situations • Pressures to Commit Crime • Reasons for Knife Crime • Run-Hide-Tell and Review of Topic
Summer Term	Digital Literacy and Media	Careers and Financial Considerations

	<ul style="list-style-type: none"> • Media and Social Media • Can you Trust Images Online? • Critically Assess Content • Social Media Propaganda • Risky Online Contact • Online Stress and Review of Topic 	<ul style="list-style-type: none"> • Equality of Opportunity in Life and Work • Challenging Stereotypes and Discrimination • Types of Employment • House Prices • Wages in London and Taxes • What else do I need to pay? • Credit and Debt and Review of Topic
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Year 9		
Autumn Term	Identity and Relationships	Intimate Relationships
	<ul style="list-style-type: none"> • Healthy Relationships • Commitment • Sexual Orientation and Relationships • Assumptions about Consent • Sharing Sexual Images • Toxic Relationships: Domestic Abuse and Violence • Forced Marriage and Review of Topic 	<ul style="list-style-type: none"> • Relationships Expectations vs Reality • Freedom and Capacity to Consent • Respectful Relationship Behaviours • STIs • Contraception • Ending of Relationships and Review of Topic
Spring Term	Emotional Wellbeing	Introduction to Politics

	<ul style="list-style-type: none"> ● Attitudes to Mental Health ● Unhealthy Coping Strategies ● Pressures on Emotional Wellbeing ● Online Behaviour ● Online Pressures ● Promoting Emotional Wellbeing and Review of Topic 	<ul style="list-style-type: none"> ● Difference between Parliament and Government ● Main Political parties ● How is the Country Run? How is London Run? ● What do MPs do? ● Who can Represent me? ● Other Types of Political Systems Review of Topic
Summer Term	Employability and Financial Skills	Options
	<ul style="list-style-type: none"> ● Difference between Parliament and Government ● Main Political parties ● How is the Country Run? How is London Run? ● What do MPs do? ● Who can Represent me? ● Other Types of Political Systems Review of Topic 	<ul style="list-style-type: none"> ● Self-Reflection and My Goals ● Mindsets ● Choosing your Options ● GCSE ● Options Subjects ● Setbacks Steps Forward

Year 10	During Timetabled lessons		
	Autumn Term	Spring Term	Summer Term
	Healthy Relationships <ul style="list-style-type: none"> ● Working out Relationships ● Sexualised Media ● Inappropriate Persuasion ● Managing Relationship Conflict 	Exploring Influence and External Risks <ul style="list-style-type: none"> ● Substance Use in the UK ● Possible Risks of Substance Use ● Managing Influences ● Sources of Support 	Financial Decision Making <ul style="list-style-type: none"> ● My Finances and Expenses ● Money and Wages, What is Tax ● Financial Risks ● Managing Risk

	<ul style="list-style-type: none"> • Strange Relationships • Managing Unwanted Attention and Review of Topic 	<ul style="list-style-type: none"> • Risks and Consequences • Getting Out and Review of Topic 	<ul style="list-style-type: none"> • Gambling Behaviours • Financial Fraud • Social Engineering and Review of Topic
During PSHEe with Tutors on Thursday and Friday			
Autumn Term	Spring Term		Summer Term
Mental Health and Self-Confidence [12 Registration Sessions] <ul style="list-style-type: none"> • New Challenges • Negative Thinking Patterns • Recognising Mental Health • Media Portrayal of Males • Media Manipulation • Improving Emotional Wellbeing and Review of Topic 	Community Cohesion [12 Registration Sessions] <ul style="list-style-type: none"> • Importance of British Values • Valuing Diversity • Understanding Extremism • Radicalisation • Extremist Behaviour • Case Study: Incels and Review of Topic 		Legal System of Great Britain [14 Registration Sessions] <ul style="list-style-type: none"> • Law and Justice in the UK • British Law • Difference between Civil and Criminal Law • Magistrates • Prisons in the UK • Purpose of Prisons • Young People and the Justice System and Review of Topic

Year 11	During Timetabled lessons		
	Autumn Term	Spring Term	Summer Term

<p>Families and Relationships</p> <ul style="list-style-type: none"> ● Conflict in Families ● Long-Term Commitments ● Legal Status of Relationships ● Parenting of Young Children ● Fertility and Infertility ● Pregnancy Outcomes ● Pregnancy Choices and Review of Topic 	<p>External Pressures and Relationships</p> <ul style="list-style-type: none"> ● Living Independently ● Law around Consent ● What do you Need? Effective Communication ● Unwanted and Inappropriate Behaviours ● Variations in Power ● Exploited Victims and Review of Topic 	<p>How to Reduce Stress</p> <ul style="list-style-type: none"> ● Identify Stress ● Improve your Lifestyle and Wellbeing ● Managing Negative Influence on Lifestyle ● Change and Grief ● Importance of Sleep ● Stress from Exams and Review of Topic
<p>During PSHEe with Tutors on Thursday and Friday</p>		
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Mental Health and Self-Confidence [12 Registration Sessions]</p> <ul style="list-style-type: none"> ● New Challenges ● Negative Thinking Patterns ● Recognising Mental Health ● Media Portrayal of Males ● Media Manipulation ● Improving Emotional Wellbeing and Review of Topic 	<p>Mental Health and Self-Confidence [12 Registration Sessions]</p> <ul style="list-style-type: none"> ● New Challenges ● Negative Thinking Patterns ● Recognising Mental Health ● Media Portrayal of Males ● Media Manipulation ● Improving Emotional Wellbeing and Review of Topic 	

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

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p>

Topic	Pupils should know
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

Topic	Pupils should know
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>

Topic	Pupils should know
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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

To be completed by parents			
Name of child		Tutor Group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

To be completed by the academy	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.