



## Relationship and Sex Education Statutory Policy

### Document Control

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## 1. Introduction and Context

This policy is to be read in conjunction with the following guidance:

The Children and Social work act 2017

Guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Published 25 June 2019; Last updated September 2021.

From September 2020 schools must have regard to the new statutory guidance for teaching about being safe.

All maintained secondary schools must currently provide Relationship and Sex Education (which may be referred to hereon in as RSE) within the context of 'Relationships Education, Relationships and Sex Education and Health Education', including education about HIV and AIDS and other sexually transmitted diseases) within the national curriculum and must teach human growth and reproduction as set out in it, including within the national curriculum for science. At Harlington School, this is mainly covered within the PSHE curriculum.

Relationships and Sex Education (RSE) is about more than simply educating young people about biological sexual reproduction. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. RSE provides pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and, although it is often referred to as 'sex education', this terminology is misleading.

RSE is a lifelong process, which provides students with a structured opportunity encompassing:

- the acquisition of knowledge, understanding and skills; and
- the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

For some pupils, the learning process has begun informally, with their parents or carers, long before any formal education takes place at school. Sexuality includes all aspects of the human person that relate to being male or female: it changes and develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. Relationships and Sexuality Education in post-primary schools should build on the learning experiences from the primary curriculum, and provide young people with:

- the opportunity to develop the skills to build healthy and respectful relationships, stay safe, and develop their own moral thinking and value system; and

- up-to-date, accurate and accessible information about reproduction, sex and sexual health matters.

Sex Education (SE) is effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the student's emotional and physical age and stage of development.

## **2. Statutory Requirements**

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must adhere to the further guidance issued in June 2019 and updated in July 2020, and September 2021 called: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

## **3. Policy Development**

This policy has been developed in consultation with Senior staff; key heads of faculty and those with responsibility for the PSHE (Personal, Social, Health education) curriculum, and reviewed in light of the most recent government guidance. The consultation and policy development process involved the following steps:

1. Review – our working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff are issued with the policy and asked to feedback about the policy
3. Parent/stakeholder consultation – parents and any interested parties are invited to provide feedback about the policy which is published on our website. Student focus groups are also invited to give feedback annually, to assist us in how we deliver a meaningful curriculum that helps them develop positive relationships, and confidence that any concerns they have related to aspects of relationships and sex education will be listened to, and addressed.
4. Ratification – once amendments have been made, the policy is shared with governors and ratified

## **4. Aims**

The aims of relationships and sex education (RSE) at Harlington 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

The aim of this policy is to clarify the provision of RSE to all pupils (including education about HIV and AIDS and other sexually transmitted diseases) and the teaching of human growth and reproduction as set out in the national curriculum.

Our aim is for pupils to achieve a clear understanding of the arguments for delaying sexual activity and resisting pressure. We aim to link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and to ensure that our pupils understand how the law applies to such behaviours as well as sexual relationships.

We aim to develop attitudes and values through:

- Promoting respect, value, love and care of themselves and others including respect for individual and cultural differences.
- Developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours.
- Discussing moral issues including concepts associated with right and wrong; encouraging responsibility for their own actions and promoting positive self-images.
- Exploring responsibility to the school, their family and the wider community.

We aim to develop personal and social skills through:

- Learning how to share and co-operate with others.
- Experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings.
- Enabling pupils to express preferences, communicate needs, make decisions, choose options that other people act upon and respect.
- Supporting pupils in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions.
- Enabling pupils to make choices and deal with the consequences that these may bring.
- Enabling pupils to make choices based on an understanding/acceptance of differences and absence of prejudice.
- Developing self-respect and empathy for others.
- Developing self-awareness and self-esteem.
- Developing skills to manage potential conflict and upset.
- Learning how to assert oneself appropriately and safeguarding to avoid abusive exploitation.

We aim to develop knowledge and understanding through:

- Developing body awareness and physical control.
- Developing an understanding of their ability to influence the environment.
- Developing a knowledge of gender, growth and development.
- Learning when privacy is appropriate and how to protect one's own privacy.
- Promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them.
- Developing an understanding of physical feelings, including physiological responses to touch.
- Developing an understanding of own and others' sexuality, sex health, emotions and relationships.
- Learning about healthy lifestyles.

## **5. Definition**

The Relationships aspect of RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality identity, healthy lifestyles, diversity and personal

identity. Relationships Education may include also covers content on sexual exploitation, online abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

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

Sexual Education is not about the promotion of sexual activity.

Sexual Education is concerned with how to have positive and healthy sexual relationships. Topics are approached from a legal and factual perspective and may include legal aspects surrounding consent, sexual exploitation, sexual health, risks and challenge of teenage pregnancy, contraception, pregnancy choices, STIs, risky behaviours such as the impact of drugs and alcohol on sexual behaviours, as well as introducing knowledge about intimate relationships and sex. *“Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships.”* *What do children and young people learn in relationship, sex and health education 10 March 2023*

Health education focuses on enabling pupils to make well-informed, positive choices for themselves, and includes teaching about the impact of puberty. The curriculum covers mental health and will support young people to recognise and manage any wellbeing issues as well as how they can seek support as early as possible.

## **6. Delivery**

Relationships and Sex education is taught within the context of relationships and family life. The programme is reviewed annually and considers current issues within the school, local community and further afield. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, other aspects are included in religious education (RE), and where appropriate, students may also learn about some aspects of RSE in Computing, Drama etc. Pupils also receive stand-alone sex education sessions delivered by an outside provider or the school nurse services where appropriate.

Our RSE programme provides knowledge about the processes of reproduction and human growth as part of the national curriculum in science. All pupils must follow this programme. The PSHE programme deals with the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner and provides them with parenting skills for later in life. The programme is carefully structured and shows continuity between the year groups and is delivered within a moral framework. As well as knowledge and information, pupils are encouraged to consider the importance of these moral values, which are derived from the schools' value system.

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

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).

As part of our RSE programme, issues of contraception, FGM, Forced Marriage, HIV/AIDS, sexuality, unwanted pregnancies and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs.

There is a whole-school approach across all key stages as part of a planned programme for PSHE that develops as well as expands the pupils' understanding of human relationships. Active approaches, group work, discussion and project work are used as these encourage learning and are enjoyable for pupils. Lessons have specific learning outcomes. When planning lessons, teachers consider appropriate grouping in respect of pupil experience and need. Pupils are taught either in single gender classes or mixed, depending on the topic under consideration. Some topics like 'menstrual cycle' are taught in mixed gender classes where the girls support the boys in the development of their understanding and to empathise with the girls, hence enabling them to show more respect to the girls.

At Harlington School, pupils are encouraged to discuss their views, opinion and prior knowledge in the lesson. We handle the issue of consent, sexual orientation and gender identity in a sensitive, non-confrontational and reassuring way. All students, regardless of their sexual orientation, have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably on grounds of their actual or perceived sexual orientation. This helps issues of uncertainty or discomfort about sexual orientation and gender identity which can also have a negative effect on the physical, mental, emotional and spiritual well-being of a young person.

Students have some SE lessons delivered by a team of appropriately trained staff as part of the PSHE / RSE programme. Pupils' development in discrete SE lessons is monitored by the teachers delivering the programme as part of our internal assessment systems, and by tutors for PSHE delivered content. The delivery of RSE is monitored by SLT line managers and quality assured through drop-ins, and in conversation with the students.

Materials and speakers are carefully chosen, appropriate to the needs and ages of our pupils and according to the national curriculum. As part of the review, a sample of pupils have been asked what topics they have learned about and what topics they may wish to learn about further. Elements of the RSE curriculum may be delivered by outside agencies and follow up work is completed to assess the impact and pupil outcomes of these sessions.

\*Drop down days" or workshops presented by external theatre companies or individuals, covering key issues of CSE/ drugs/ consent and healthy relationships may be organised to strengthen provision and are organised and delivered in an age-appropriate way, for all year groups across the year.

## **7. Methodology and Approach**

(For topics that do not have an exclusive RSE theme but may cover aspects of the RSE curriculum)

The Governing Body considers, in liaison with the headteacher, how children may be taught about safeguarding, including on-line safety through teaching and learning opportunities. Parents are informed of the programme and are welcome to view materials used in relationship and sex education

or to discuss further with the head of year, Subject leader for RE & RSE or SLT overall responsible for PSHE. Parents are told of their right to withdraw their son or daughter from this programme. Alternative arrangements will be made for these students.

## 8. RSE Content

*Please also see Appendix 2, plus PSHE – Relationships and Sex Education Curriculum Learning Journey*

We have developed the curriculum in consultation with relevant staff and upon receipt of feedback from parents, considering the age, needs and emotions 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 national and local needs dictate, we may vary our curriculum accordingly so as to address these issues.

	Themes covered in Relationships and Sex Education provision  *denotes Sex Education content	Themes covered in PSHE provision
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Repairing Relationships</li> <li>• Health and Hygiene</li> <li>• Body Changes During Puberty</li> <li>• The Changing Adolescent Body &amp; The Menstrual Cycle</li> <li>• Introduction to FGM</li> <li>• Gender Identity - Understanding the spectrum of gender identity</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Ready for High School –</li> <li>• From Strangers to Friends</li> <li>• From Overwhelmed to Organised</li> <li>• Asking For Help</li> <li>• Connecting With Your Teachers</li> <li>• My Authentic Self</li> <li>• Building A Sense of Belonging</li> <li>• Together Against Bullying</li> <li>• Digital Footprint</li> <li>• Tackling Cyberbullying</li> <li>• Building Healthy Relationships</li> <li>• Assessing the Trustworthiness of Others</li> <li>• Breaking Down Stereotypes</li> <li>• Respecting and Celebrating Religious Diversity</li> <li>• Healthy and Balanced Lifestyles</li> <li>• Oral Hygiene</li> <li>• Sleep Essentials</li> <li>• Controlling Our Emotions</li> <li>• Strengths-Based Thinking</li> <li>• Real Life Resilience</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Sexualisation in the Media</li> <li>• Sexting</li> <li>• Gender Identity &amp; Sexual Orientation</li> <li>• Gay Rights</li> <li>• Different Types of Families</li> </ul>	<ul style="list-style-type: none"> <li>• Overthinking &amp; Catastrophising</li> <li>• The Stress Scale</li> <li>• Dealing With Worry</li> <li>• Instagram vs Reality</li> <li>• Social Media Addiction</li> <li>• Five-Minute Meditation</li> <li>• Combatting Negative Self Talk               <ul style="list-style-type: none"> <li>• Harness the Power of Positivity</li> </ul> </li> <li>• Building Healthy Relationships</li> </ul>

		<ul style="list-style-type: none"> <li>• Peer Pressure Survival Guide</li> <li>• Online Relationships</li> <li>• Managing Unhealthy and Toxic Relationships</li> <li>• Friendship Reminiscing</li> <li>• Rising Above Cyberbullying</li> <li>• Health Trends Across Generations</li> <li>• Alcohol</li> <li>• Smoking and Nicotine Addiction</li> <li>• Vaping: A Global Dilemma</li> <li>• Drug laws in the UK</li> <li>• Informed Drug &amp; Alcohol Choices</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Understanding Consent</li> <li>• Power Dynamics &amp; Consent</li> <li>• Sexual Objectification</li> <li>• Sexual Harassment</li> <li>• Bystander Intervention</li> <li>• Contraception Essentials*</li> <li>• Pregnancy Choices*</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid Beyond Emergencies -</li> <li>• Organ Donation</li> <li>• Impulse Control</li> <li>• Phones And Sleep</li> <li>• Mental Benefits of Exercise</li> <li>• The Healing Power of Forgiveness</li> <li>• Drugs and County Lines</li> <li>• Alcohol and Your Health</li> <li>• The Truth About Vaping</li> <li>• Substance Addiction</li> <li>• Substance Use &amp; The Law</li> <li>• Healthy vs Unhealthy Relationships</li> <li>• Preventing Sexual Harassment</li> <li>• Differences Between Forced &amp; Arranged Marriages</li> <li>• Explicit Sexual Imagery</li> <li>• Power &amp; Gender-Based Violence</li> <li>• Domestic Conflict</li> <li>• Avoiding &amp; Preventing Harassment</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Understanding Consent</li> <li>• Reproductive Health</li> <li>• Navigating Sexual Safety*</li> <li>• Navigating Pregnancy Choices*</li> <li>• Fertility and Pregnancy*</li> <li>• The Distorted Reality of Pornography*</li> <li>• Consent and Coercion</li> <li>• Power Dynamics &amp; Consent</li> </ul>	<ul style="list-style-type: none"> <li>• The Dangers Of Your Internet Algorithm</li> <li>• Online Radicalisation</li> <li>• Instagram vs Reality</li> <li>• Knife Crime</li> <li>• Gang Violence</li> <li>• Violence and Exploitation by Gangs</li> <li>• Breaking Down Toxic Masculinity</li> <li>• Self-Examination and Screening</li> <li>• Will You Marry Me?</li> <li>• Gender Based Discrimination</li> <li>• Gender Identity &amp; Sexual Orientation</li> <li>• Respecting Transgender Identities</li> <li>• Living With Purpose</li> <li>• Embracing Emotional Agility</li> <li>• Understanding Self-Harm</li> <li>• Drugs and mental health</li> <li>• Emotional Balance</li> </ul>

		<ul style="list-style-type: none"> <li>• The Mind-Body Connection</li> <li>• Respecting Human Rights</li> <li>• Striving For Equality</li> <li>• Stereotypes and Prejudice</li> <li>• Understanding Democracy</li> <li>• Keeping Your Online Data</li> <li>• Saving Lives With First Aid</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Understanding Sexual Consent*</li> <li>• Sex &amp; Substances*</li> <li>• Sexual Violence &amp; Abuse</li> <li>• Power Dynamics &amp; Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep, Exercise &amp; Diet</li> <li>• Managing Stress &amp; Overthinking</li> <li>• Exam Stress Career Pathways</li> <li>• Female Genital Mutilation</li> <li>• Breaking Down Toxic Masculinity</li> <li>• Criminal Exploitation</li> <li>• The Hidden Scars of Knife Crime</li> <li>• Extremism</li> <li>• Online Grooming</li> <li>• Vaping Crackdown</li> <li>• Navigating Conflict</li> <li>• Rewiring Your Brain for Happiness</li> <li>• Safe Sharing Online</li> <li>• Respecting Difference</li> </ul>

Within the Science National Curriculum, students cover aspects of RSE, for example in Year 7 Biology, the topic of “structure and function of body systems” looks at the changes that take place during puberty, including the menstrual cycle; the male and female reproductive organs; and how reproduction occurs in plants and animals. KS4 Biology content also covers the menstrual cycle and hormonal control.

### 9. Training, Monitoring and Evaluation

It is the responsibility of each year head to ensure that staff have had sufficient training to undertake delivery of the PSHE programme and that each tutor group is completing the programme. Staff are trained on the delivery of PSHE/RSE as part of their induction and it is included in calendar of pastoral meetings across the academic year. 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.

The Head of Faculty for RE & RSE is responsible for the training and monitoring of the discrete RSE provision. Pupil and parent surveys are used to evaluate the effectiveness of the programme from the pupils’ and parents’ points of view. Pupils are also encouraged to submit any topics they want to know more about and to ask further questions beyond the lessons in a discrete way, via a suggestion/question box.

The governing board hold the headteacher to account for the implementation of this policy.

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

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

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).

### **10. Parents Who Wish to Withdraw Their Child**

The Statutory Guidance stipulates that in terms of the *“Right to be excused from sex education (commonly referred to as the right to withdraw)”*

*“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.”* Parents should be aware that children cannot be withdrawn from those parts included in the statutory National Curriculum Science lessons. The request to withdraw must be made in writing to the headteacher.

*“Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.”*

*“Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.”*

*“If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.”*

A copy of withdrawal requests is placed in the pupil’s educational record. The headteacher (this could be the SLT overall lead for PSHE or the Subject leader for RSE) will discuss the request with individual families and HOYs and take appropriate action.

Please see Appendix 1 for Parent form: withdrawal from sex education within RSE.

### **11. Links to Other Policies:**

This policy supports the following School Policies:

- Equality
- Behaviour for Learning
- Child Protection and Safeguarding

## **12. Reviewing**

This policy will be reviewed by the member of SLT responsible for RSE, in conjunction with the Head of RE and Designated Safeguarding lead on an annual basis. At every review, the policy will be approved by headteacher before being ratified by the Governing Body.

Appendix 1: 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	

## Appendix 2: Statutory Content – Secondary Schools

Please see Harlington School PSHE – Learning Journey for when these topics are taught

TOPIC	BY THE END OF SECONDARY SCHOOL 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>
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>
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> </ul>

	<ul style="list-style-type: none"> <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>
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> </ul>

- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

