



Cranbrook Education Campus Relationships and Sex Education (RSE) Policy – Secondary

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1.0 Trust Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

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

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The School refers to the Secondary phase only
- Staff refers to all staff working within the Secondary phase of the Campus
- Pupils refers to all pupils being educated or on site in Secondary

4.0 Trust Policy development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation – we investigated what exactly pupils want from their RSE
 - Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

- 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.

6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to:
- 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
- 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
 - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

8.0 Relationships & sex education

- 8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

- 9.1 RSE is specifically taught through the Personal Development curriculum and within Science lessons at both KS3 and KS4.
- 9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.
- 9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- 9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- 9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.
- 9.6 See appendix for curriculum map

10.0 Inclusion

- 10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- 10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

- 10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 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 11).

11.3 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.

11.4 Pupils

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

12.0 Roles and responsibilities

- 12.1 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 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.

13.0 Training

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

- 13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.
- 13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Monitoring arrangements

- 14.1 The delivery of RSE is monitored by the Senior Leader, Maddi Jenkins, for Every Child Succeeds through regular quality assurance of lessons. All lessons have been clearly mapped according to the PSHE association recommendations and are fully compliant with the DfE and KCSIE guidance.
- 14.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 14.3 This policy will be reviewed by the School. At every review, the policy will be approved by Trustees.

15.0 Policy circulation

- 15.1 This Policy will be published on the schools website and included in the schools Policy Monitoring Schedule
- 15.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the schools website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the school.
- 15.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

15.0 Appendix

- 15.1 Appendix 1: Curriculum Map

Relationships and sex education curriculum map

Year 7	PSHE Cycle One: Growing Up	PSHE Cycle 2: Changing Me	PSHE Cycle 3: Dreams and Goals
Core Content	<ol style="list-style-type: none"> 1. What makes me unique? 2. What is peer pressure? 3. Why do I want to fit in? 4. How do I show assertiveness? 5. How can I be a responsive member of society? 6. How do I stay safe online? 7. What are the effects of trolling? 8. Why do I fall out with my friends? 9. What makes a good friend? 10. Knowledge test and reflection 11. Independent learning 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What do I need to know about puberty? 2. What is personal hygiene? 3. Why do our feelings change? 4. What influences child development? 5. How can I be a responsive member of society? 6. How do I make healthy choices? 7. How do I make healthy choices? 8. How can I use social media in a safe way? 9. How does the media affect my self esteem? 10. Knowledge test and reflection 11. Independent learning 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What are my career aspirations? 2. How do I set myself goals? 3. What are employability skills? 4. How do I show resilience? 5. How can I be a responsive member of society? 6. What is the Equality Act for? 7. Can money buy you happiness? 8. How do I use my money wisely? 9. What are the risks of not using money wisely? 10. Knowledge test and reflection 11. Independent learning 12. Responsive lesson
Key Concepts	Introduction to personal development, uniqueness, peer pressure, the need for fitting in, assertiveness, being a good and kind friend, influences, stereotypes, assertiveness, cyber bullying, trolling	Puberty, physical and emotional changes, societal influences, FGM, foot binding, breast ironing, sleep and exercise, alcohol awareness, online safety, self-esteem	Careers focused cycle, employability skills, SMART target setting, pillars for resilience, aspiration, Equality Act, protected characteristics, understanding of money and debt, financial independence
PSHE Association strands	H1, H2, H3, H4, H5, H10, H30, L20, L21, L27, R1, R2, R7, R9, R10, R13, R17, R19, R21, R37, R38, R39, R42, R43, R44	H6, H9, H14, H16, H18, H20, H22, H34, L24, R13, R38, R39, R41, R44	H9, L1, L2, L3, L6, L9, L15, L16, L17, L18, C3, R14, R15, R16
SMSC	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP3, SP4, SP5, M1, M2, M3, SO1, SO3

Year 8	PSHE Cycle One: My Peers	PSHE Cycle 2: Celebrating Differences	PSHE Cycle 3:
Core Content	<ol style="list-style-type: none"> 1. What are peer influences and how do I recognise them? 2. How does the need for peer approval affect our decisions? 3. What are the risks of underage drinking? 4. What are the risks of smoking and vaping? 5. How can I be a responsive member of society? 6. What are the risks of using drugs? 7. How do I use basic first aid to support those in emergency situations? 8. What are the dangers of sexting? 9. How do you stand up to your peers? 10. How do I ensure my peers are a positive influence on me? 11. Independent learning - campaign leaflet for peer pressure 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do I achieve emotional wellbeing? 2. How does social media affect my self esteem? 3. What coping strategies can I use for my body image? 4. How do I use support networks to build resilience? 5. How can I be a responsive member of society? 6. How do I recognise prejudice and discrimination? 7. What is gender identity and transphobia? 8. What is disability discrimination? 9. How do I challenge racism? 10. Knowledge test and reflection 11. Independent learning 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do I lead a balanced life? 2. What is netiquette? 3. How can money affect your life? 4. How does the equality act help you? 5. How can I be a responsive member of society? 6. How do I improve my employability? 7. What is Young Enterprise? 8. What do I need to be an entrepreneur? 9. How do I pitch an enterprise to investors? 10. Knowledge test and reflection 11. Independent learning 12. Responsive lesson
Key Concepts	Peer pressure and dealing with peer influences, risk taking, consent, poor choices, alcohol and its effects, smoking/vaping and its effects, drug use, county lines, coercion, first aid, primary survey and CPR, illegal images, sexting, passive, aggressive and assertive behaviour	What does emotional wellbeing look like, personal space, online harassment, self-esteem, body image, overcoming body issues, self-worth, resilience and support networks, gender identity and transphobia, prejudice and discrimination, protected characteristics, effects of discrimination, disability discrimination, challenging racism	Screen time, analysis of spare time, hobbies, employer requirements, stress, friendships, addiction, loss of jobs, types of discrimination, protected characteristics, reasonable adjustments, transferable skills, skills audit, Young Enterprise, entrepreneur, pitching for a business
PSHE Association strands	H2,H5, H23, H24, H25, H26, H27, H28, H30 H34, R1, R2, R9, R20, R24, R26, R29, R37, R38, R42, R43, R44	H2, H3, H4, H6, H7, H8, H9, H10, C3, L21, R1, R3, R4, R5, R11, R17, L26, R39, R40, R41	H2, H13, L4, L5, L13, L14, L15, L16, L17, L18, L19, C5,L2, L22, R14, R15, R16, R17, R39, R40, R41
SMSC	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3
Year 9	PSHE Cycle One: Mental Health and Peer Influences	PSHE Cycle 2: Changing Relationships	PSHE Cycle 3: My Voice
Core Content	<ol style="list-style-type: none"> 1. How do diet and exercise affect my mental health? 2. How does sleep affect my mental health? 3. What coping strategies do people use to support their mental health? 4. How do I take responsibility for my own health? 5. How can I be a responsive member of society? 6. How can friendships affect my choices? 7. How do I know if my trust is being abused? 8. What is gang exploitation? 9. What are the consequences of substance misuse? 10. Knowledge test and reflection 11. Independent learning 12. How can I be a responsive member of society? 	<ol style="list-style-type: none"> 1. What makes a healthy relationship? 2. What do I need to know about sex? 3. How does pregnancy affect you? 4. How might pornography impact ideas on sex? 5. How can I be a responsive member of society? 6. How do different people parent? 7. What differences are there in marriage? 8. What is conflict resolution? 9. How do I cope with bereavement and loss? 10. Knowledge test and reflection 11. Independent learning 12. How can I be a responsive member of society? 	<ol style="list-style-type: none"> 1. What career choices are out there for me? 2. How do I make informed career decisions? 3. How do I recognise my strengths? 4. How do I become economically literate? 5. How can I be a responsive member of society? 6. How does democracy work in the UK? 7. What are our human rights? 8. Does democracy protect our human rights? 9. How can we stand up for our human rights? 10. How do I plan a protest? 11. How do I take part in a protest? 12. How can I be a responsive member of society?
Key Concepts	Definition of good mental health, factors affecting poor mental health, coping strategies, self care, physical health, healthy relationships, peer approval, radicalisation, grooming, child sexual exploitation, gang exploitation, drug misuse and consequences	Relationships and sex education, intimacy and teenage relationships, types of contraceptives, STI's and their symptoms, misconceptions on pregnancy, teenage pregnancy rates, idealisations of body image throughout history, negative effects of porn on relationship values, parenting styles, healthy parenting, marriage, history of marriage	Level 1, 2 and 3 qualifications, options choices, vocational qualifications, SMARTER target setting, British values, democracy in the UK, political parties, human rights act, bill of rights bill, history of human rights, different styles of protest, understanding Amnesty International, risks to safety and freedom
PSHE Association strands	H4, H5, H6, H10, H11, H12, H14, H15, H16, H17, H18, H19, H29, H30, L19, R10, R13, R17, R20, R24, R26, R37, R42, R43, R44, R45, R46, R47	H20, H21, H35, H36, L20, R1, R2, R3, R5, R6, R7, R8, R9, R11, R12, R13, R18, R19, R21, R22, R23, R24, R25, R26, R27, R28, R31, R32, R33, R34, R35, R36, L25, R40, R41	L1, L2, L3, L4, L6, L7, L8, L9, L11, L12, C1, C2, C5, L22, L23, R15, R16, R39
SMSC	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3, C4,
Year 10	Year 10 PD Cycle One: My Career	Year 10 PD Cycle Two:	Year 10 PD Cycle Three: Relationships and Religion
Core Content	<ol style="list-style-type: none"> 1. What jobs do people have in Devon and how do I find employment? 2. How do I manage my wage when I am employed? 3. How do I challenge gender career stereotypes? 4. What are positive and negative workplace environments? 5. Responsive lesson 6. What jobs am I interested in? 7. How does Career Pilot help with work experience option? 8. How do I prepare for a job application? Career Pilot lesson 9. How do I write a work experience application letter? 10. How do I write a CV? 11. What is the correct interview etiquette? 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do I perform first aid? 2. Can risky situations be avoided? 3. What are the consequences of substance abuse? 4. How do I keep my body safe? 5. Responsive lesson 6. How do I protect my physical and mental health? 7. What different mental health issues exist? 8. How do I support others who need help? 9. What is good financial health? 10. Assessment lesson 11. Independent learning organ donations and vaccines) 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What are strong positive relationships? 2. How diverse can relationships be? 3. What are different stages of relationships? 4. What is the difference between lust and attraction? 5. Responsive lesson 6. What is consent in maturing relationships? 7. How does faith affect relationships? 8. How do I cope with divorce? 9. How do I cope with loss? 10. Assessment lesson 11. Career pilot. Am I ready for work experience? 12. Responsive lesson
Key Concepts	LMI, growth industries, gender stereotypes, paylips, budgeting and debt, whistleblowing, discrimination, protected characteristics, code of conduct, Equality Act, work experience, CV writing, job applications, myth busting in work, skills and attributes	First aid including CPR, AED's and choking, risk situations, behaviours linked to risky situations, peer led behaviour, positive risk taking, drugs and alcohol, teenage statistics, sunbeds, tattoos, piercings, sleep, nutrition and exercise, mental health issues, tips to improve mental health	Features of relationships, diversity in relationships, LGBT+ relationships, maintaining relationships, lust, attraction and attachment, consent, divorce and separation, cycle of grief
PSHE Association strands	L1, L2, L9, L12, (L8,L10, L11,L13, L14, L15, L21, L22, L23 (L16, L17, L19, L20, R34, H22, L28, R5, R9	H2, H4, H5, H6, H7, H9, H10, H11, H12, H13, H15, H16, H17, H18, H19, H20, H21, H23, H25, R20, R35, R36, L15, L18, L19, L20	R1, R2, R36, R7, R11, R18, R4, R10, R12, R13
SMSC	SP3, SP4, SP5, M1, M2, SO1, SO2, SO3, C1, C2, C3, C6	SP1, SP2, SP3, SP4, SP5, M1, M2, SO1, SO3, C1, C2, C3, C6	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3, C1, C2, C3, C6
Year 11	Year 11 PD Cycle One: Challenge and Control	Year 11 PD Cycle Two: Religion and Sex Education	Year 11 PD Cycle Three: My Future
Core Content	<ol style="list-style-type: none"> 1. Is the internet trustworthy? 2. What is the law on sharing sexual images? 3. What is trolling, cyberstalking and harassment? 4. How can gangs exploit you? 5. Responsive lesson 6. What is coercion, manipulation and abuse? 7. How do you challenge sexual assault? 8. What is forced marriage? 9. What does extremism look like? 10. Assessment lesson 11. Independent learning lesson 12. Responsive lesson 	<ol style="list-style-type: none"> 1. Am I ready for sex? 2. How does pornography affect my views of sex? 3. How do I reduce sexual risk? 4. What is intimacy in a sexual relationship? 5. Responsive lesson 6. What do I understand about pregnancy and miscarriage? 7. What do I understand about abortion? 8. What are alternative ways to become a parent? 9. How does becoming a parent change my lifestyle? 10. Assessment lesson 11. Independent learning - revising 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What does excellent revision look like? 2. What are my career options after further education? 3. What is the local labour market information for Devon? 4. What makes an exemplary employee? 5. What happens to my pay? 6. What are the costs I face as an adult? <p>*After half term, pupils will take part in targeted revision sessions led by subject leads.</p>
Key Concepts	Insta vs reality, disinformation, clickbait, the law and sending sexually explicit photos, trolling, stalking, harassment, coercion, sexual assault, honour based violence, forced marriage, protest vs terrorism, extremism in the community, British values	Why people have sex, age of consent, religious views on sex, unrealistic expectations, rule of law, effect of pornography on healthy sex, STI's, contraception, types of intimacy, religious beliefs on marriage, what happens during pregnancy, alternatives to giving birth, adoption, abortion, IVF, surrogacy, costs of raising a child	Revision excellence, different styles of revision, post-18 routes, labour market information, employment deprivation, tax, national insurance, pensions, paylips, budgeting, cost awareness.
PSHE Association strands	H1, H3, H22 H23, L2, L3, L24, L27, L28, L29, R14, R15, R16, R17, R18, R19 R28, R29, R30, R31, R32, R33, R35, R37, R38	R21, R8, R18, H27, H28, H29, R10, R23, H26, R2, R24, R26, R27, H30, H31, H32, H33, R10, R25	
SMSC	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3, C1, C2, C3, C6	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3, C1, C2, C3, C6	

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● 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 ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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) ● 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 ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • 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