



WELBURN HALL SCHOOL

# **Relationship and Sex Education Policy**

Approved by Governors: October 2025

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## 1. Aims

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

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

RSE at Welburn Hall is closely aligned with our school values:

- › RESPECT – for ourselves, for others, and for our school
- › EXCELLENCE – in everything we do, we strive to do our best
- › PERSEVERANCE – keeping going when things get tough

RSE supports the Preparing for Adulthood outcomes and helps all learners, regardless of need, understand healthy relationships, appropriate behaviour, and how to keep themselves and others safe.

## 2. Statutory requirements

As a maintained special school, we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

In **KS2**, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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 also have regard to our 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 Welburn Hall School we teach RSE as set out in this policy.

### 3. Policy development

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

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

### 4. Definition

RSE is about the emotional, social and cultural development of learners, 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.

At Welburn Hall, RSE is delivered in a way that is accessible and appropriate to each learner's cognitive and developmental level.

### 5. Curriculum

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

It incorporates:

- The Engagement Model for learners not yet engaged in subject-specific learning
- PSHE Association SEND frameworks
- The Preparing for Adulthood outcomes

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

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum which we name Personal Development Education (PDE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Delivery is:

- Tailored to learners' developmental level
- Adapted using visuals, symbols, and social stories
- Delivered through 1:1, small group, or class sessions
- Supported by class teachers and the school nursing team

Some sessions, particularly around hygiene and puberty, are delivered in small groups by nurses.

In **KS2**, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

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

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

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

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

## 6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed
- We use a variety of formats, including sensory stories, social scripts, and personalised resources, to ensure accessibility for all learners.

## 6.2 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 learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- 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 learners' experiences and won't provoke distress

## 7. Use of external organisations and materials

We occasionally use external providers, such as the **school nursing team**, to support the delivery of specific RSE content (e.g. puberty, hygiene).

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with learners' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **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 governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The link governor for the RSE policy is Helen Porter.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw learners from non-statutory/non-science components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents/carers 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.

At Welburn Hall School, all teaching staff are responsible for teaching RSE.

### 8.4 Learners

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

## 9. Parents' right to withdraw

### KS2

Parents/carers do not have the right to withdraw their child from relationships education.

### KS3 and KS4

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

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

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

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

## 10. Training

Staff receive training in:

Delivering RSE appropriately for SEND learners

Using resources such as visuals and social stories

Responding to disclosures and safeguarding concerns

School nurses and other professionals may provide additional CPD as required.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

- Learning walks
- Learner feedback and engagement
- CPOMS entries

Learner development is tracked through class-based assessment systems and EHCP outcomes.

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

This policy will be reviewed by the Senior Leadership Team on an annual basis. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### PDE curriculum map

| Personal Development Education - PDE                      |                                                                                                                                                     |                                                                                                                                               |                                                                                                    |                                                                                                                                         |                                                                                                      |                                                                                                                                                  |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Formal- Key Stage 1-2 national curriculum - Phase 1 and 2 |                                                                                                                                                     |                                                                                                                                               |                                                                                                    |                                                                                                                                         |                                                                                                      |                                                                                                                                                  |
|                                                           | Autumn                                                                                                                                              |                                                                                                                                               | Spring                                                                                             |                                                                                                                                         | Summer                                                                                               |                                                                                                                                                  |
|                                                           | 1                                                                                                                                                   | 2                                                                                                                                             | 1                                                                                                  | 2                                                                                                                                       | 1                                                                                                    | 2                                                                                                                                                |
| A                                                         | <b><u>Self-Awareness</u></b><br>Things we are good at<br>Kind and unkind behaviours<br>Playing and working together<br>People who are special to us | <b><u>Self-care, support and safety</u></b><br>Taking care of ourselves<br>Keeping safe<br>Trust<br>Keeping safe online<br>Public and private | <b><u>Managing feelings</u></b><br>Identifying and expressing feelings<br>Managing strong feelings | <b><u>Changing and growing</u></b><br>Baby to adult<br>Changes at puberty<br>Dealing with touch<br><br>Different types of relationships | <b><u>Healthy lifestyles</u></b><br>Healthy Eating<br>Taking care of physical health<br>Keeping well | <b><u>The world I live in</u></b><br>Respecting differences between people<br>Jobs people do<br>Rules and Laws<br>Taking care of the environment |
| B                                                         | <b><u>Self-Awareness</u></b><br>Things we are good at<br>Kind and unkind behaviours<br>People who are special to us<br>Getting on with others       | <b><u>Self-care, support and safety</u></b><br>Taking care of ourselves<br>Keeping safe<br>Trust<br>Keeping safe online<br>Public and private | <b><u>Managing feelings</u></b><br>Identifying and expressing feelings<br>Managing strong feelings | <b><u>Changing and growing</u></b><br>Baby to adult<br>Changes at puberty<br>Dealing with touch<br><br>Different types of relationships | <b><u>Healthy lifestyles</u></b><br>Healthy Eating<br>Taking care of physical health<br>Keeping well | <b><u>The world I live in</u></b><br>Respecting differences between people<br>Jobs people do<br>Belonging to a community<br>Money                |

| Personal Development Education - PDE                        |                                                                                                                                    |                                                                                                                                                                                            |                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                                                               |                                                                                                                                                                                              |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formal - Key Stage 3-4+ national curriculum - Phase 3 and 4 |                                                                                                                                    |                                                                                                                                                                                            |                                                                                                                                  |                                                                                                                                                                                                      |                                                                                                                                                                                               |                                                                                                                                                                                              |
|                                                             | Autumn                                                                                                                             |                                                                                                                                                                                            | Spring                                                                                                                           |                                                                                                                                                                                                      | Summer                                                                                                                                                                                        |                                                                                                                                                                                              |
|                                                             | 1                                                                                                                                  | 2                                                                                                                                                                                          | 1                                                                                                                                | 2                                                                                                                                                                                                    | 1                                                                                                                                                                                             | 2                                                                                                                                                                                            |
| A                                                           | <b><u>Self-Awareness</u></b><br>Skills for learning<br>Prejudice and discrimination<br>Managing pressure<br>Getting on with others | <b><u>Self-care, support and safety.</u></b><br>Feeling unwell<br>Feeling frightened/worried<br>Accidents<br>Keeping safe online<br>Emergency situations<br>Public and Private<br>Gambling | <b><u>Managing feelings</u></b><br>Self-esteem and unkind comments<br>Strong feelings<br>Romantic feelings and sexual attraction | <b><u>Changing and growing</u></b><br>Puberty<br>Friends<br>Healthy/unhealthy relationship behaviours<br>Intimate relationships, consent and contraception<br>Long term relationships and parenthood | <b><u>Healthy lifestyles</u></b><br>Elements of a healthy lifestyle<br>Mental wellbeing<br>Physical activity<br>Healthy eating<br>Body Image<br>Medicinal drugs<br>Drugs, alcohol and tobacco | <b><u>The world I live in</u></b><br>Diversity, rights and responsibilities<br>Managing online information<br>Taking care of the environment<br>Preparing for adulthood<br>Managing Finances |
| B                                                           | <b><u>Self-Awareness</u></b><br>Personal strengths<br>Prejudice and discrimination<br>Managing pressure<br>Getting on with others  | <b><u>Self-care, support and safety.</u></b><br>Feeling unwell<br>Feeling frightened/worried<br>Accidents<br>Keeping safe online<br>Emergency situations<br>Public and Private<br>Gambling | <b><u>Managing feelings</u></b><br>Self-esteem and unkind comments<br>Strong feelings<br>Romantic feelings and sexual attraction | <b><u>Changing and growing</u></b><br>Puberty<br>Friends<br>Healthy/unhealthy relationship behaviours<br>Intimate relationships, consent and contraception<br>Long term relationships and parenthood | <b><u>Healthy lifestyles</u></b><br>Elements of a healthy lifestyle<br>Mental wellbeing<br>Physical activity<br>Healthy eating<br>Body Image<br>Medicinal drugs<br>Drugs, alcohol and tobacco | <b><u>The world I live in</u></b><br>Diversity, rights and responsibilities<br>Managing online information<br>Taking care of the environment<br>Preparing for adulthood<br>Managing Finances |

## Appendix 2: By the end of KS2 learners should know

| TOPIC                                 | LEARNERS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul> |
| Caring friendships                    | <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>                                                                                                                                                               |

| TOPIC                    | LEARNERS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>                                                                                                                     |

## Appendix 2: By the end of KS 4 learners should know

| TOPIC                                           | LEARNERS 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/carers 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> |

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

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

### Appendix 3: Parent/carers form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS                                                |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent/carers                                                            |  | 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/carers |  |
|                                                    |  |