

Relationships and Sex Education policy

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	
<ul style="list-style-type: none"> We all work together to achieve the best we can We learn in fun and challenging ways We have a happy, safe and exciting school to make us proud We value and care for everyone and everything 	<p>Children are successful at Tillingbourne School because they are:</p> <ul style="list-style-type: none"> Caring, Curious Confident Aspirational Resilient Responsible 	<p>FOCUS RIGHTS</p> <ul style="list-style-type: none"> The right to learn The right to be heard The right to be me 	<p>SCHOOL CHARTER OUR RESPONSIBILITIES</p> <ul style="list-style-type: none"> always do our best respect the rights of others look after our learning environment and the world around us
Approved by: Governing Body			
Last reviewed on: January 2026			
Next review due by: February 2027			

1. Aims and Values

'We need to know about life and how it works' Year 6 pupil

At Tillingbourne School, we believe that the purpose of Relationship and Sex Education (RSE) is to provide the opportunity to develop knowledge about loving relationships, the physical and emotional changes related to growing up and the process of human reproduction. At the same time, it should lead towards an understanding of the importance of developing relationships in a responsible manner and with moral considerations. The delivery of the curriculum should be built upon prior understanding and tailored to both the age and maturity of the pupils.

The RSE programme will encourage the following values:

- > respect for self
- > respect for others, including family, friends, school and the wider community
- > responsibility for one's own actions

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We are also required to teach the sex education contained in the National Science Curriculum.

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

Additional documents that inform the school's RSE policy include:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance DfE 2019

Other key school documents include:

- Relationship and Sex Scheme of Work
- Safeguarding Policy
- Teaching for Learning Policy
- Accessibility and Equality Policy
- Behavior Improvement Policy
- Anti-abuse and Anti-bullying Policy
- Online Safety Policy
- Staff Code of Conduct

3. Policy development

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

1. Review - all relevant information including relevant national and local guidance was pulled together
2. Pupil consultation - we investigated what exactly pupils want from their RSE
3. The policy was drafted by a working group
4. Staff consultation - all school staff were given the opportunity to discuss the policy and make recommendations
5. Parent/stakeholder consultation - parents and any interested parties were consulted about the policy

6. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we will adapt it as and when necessary.

Attitudes

- > create a positive culture around issues of relationships and sexuality
- > learn the importance of values and individual conscience and moral considerations
- > learn the value of stable and loving relationships for family life, including the bringing up of children. This also includes marriage and civil partnerships.
- > learn the value of respect, love and care
- > explore, consider and understand moral dilemmas
- > develop critical thinking as part of decision-making
- > develop feelings of self-respect, confidence and empathy
- > foster gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenge all forms of discrimination

Personal and social skills

- > learn to manage emotions and relationships confidently and sensitively
- > develop self-respect, empathy for others and an appreciation of the differences between people
- > learn to make choices based on an understanding of difference and with an absence of prejudice
- > develop an appreciation of the consequences of choices made
- > learn how to recognise and resist peer pressure
- > manage conflict
- > learn how to recognise and avoid exploitation and abuse, including the dangers of the internet and media pressure

Knowledge and understanding

- > key facts about puberty, including physical and emotional changes
- > the importance of health and hygiene including menstrual wellbeing and the key facts about the menstrual cycle.
- > use the correct vocabulary to describe themselves and their bodies
- > understand human sexuality, reproduction, sexual health, emotions and relationships
- > learn about contraception and understanding that there is a range of local and national sexual health advice and support services

- promote the importance of delaying sexual activity, the avoidance of unplanned pregnancy and the dangers of sexually transmitted diseases
- understand how the internet can pose dangers without safe internet behaviours

Our curriculum starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on the curriculum taught at Key Stage 1, pupils are taught how to take turns; how to treat each other with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving; and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about sexual consent, which takes place at secondary school.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed with regard to their maturity. The school believes in children accessing the information that they are curious about through safe and informed channels and are mindful that 'children whose questions go unanswered may turn to inappropriate sources of information' (DfE 2019) such as the Internet or to their friends whose knowledge may be incomplete or incorrect.

6. Delivery of RSE

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults including:

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

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).

Our RSE programme will be taught using a range of teaching methods and interactive activities, including: discussion, drama, writing, drawing, mind maps and a range of media.

All children have access to the full RSE curriculum through differentiation of resources, scaffolding and support.

High quality resources will support our RSE provision and will be regularly reviewed.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum Science. The school requests that parents and Carers meet with the Headteacher to discuss this and the possible negative impact of this decision

7.3 Safeguarding

We are committed to Safeguarding as a primary focus of the school.

We will ensure a safe learning environment where boundaries and respect are intrinsic to all RSE lessons by establishing ground rules through using ROCK (respect, openness, confidentiality and kindness).

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Should any safeguarding concerns arise, all staff will follow the safeguarding policy and procedure and immediately consult with a designated safeguarding member of staff (Jo Oliver, Ben Stevenson, Maria Lo Conte)
- Visitors/external agencies which support the delivery of RSE will be required to be briefed on the safeguarding policy of the school including who are the designated members of staff

7.4 Staff

The RSE programme will be co-ordinated and supported by the PSHE leader and delivered by the class teachers.

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Responding to the needs of individual pupils
- › Ensuring that all children have access to RSE education including those with special educational needs through high quality teaching that is differentiated and personalised as the starting point to ensure accessibility.

- Assessment - which is an ongoing process informed by what children say, draw, write and present to others. Assessment informs planning to ensure that the curriculum is fully covered and that understanding is built upon and consolidated
- 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.

7.5 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or science education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Alternative work will be given by the class teacher to pupils who are withdrawn from sex education.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the leadership team and the PSHE leader.

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

This policy will be reviewed every two years as part of the Governing Bodies schedule of policy reviews.

Relationship and Sex scheme of work

School Vision	School Aims	Rights Respecting School	
We all work together to achieve the best we can We learn in fun and challenging ways We have a happy, safe and exciting school to make us proud We value and care for everyone and everything	Children are successful at Tillingbourne School because they are: Happy Aspirational Curious Resilient Confident Responsible	<u>Our 3 Focus Rights</u> The right to learn The right to be heard The right to be me	<u>Our school responsibilities</u> Always do our best Respect the rights of others Look after our learning environment and the world around us

In Years 3, 5 and 6: the following concepts will be covered under the 4 headings of our PSHE curriculum: Relationships, Living in the wider world, Healthy and Safe, Being the best I can be.

*These will be guided by our aim to ensure that children at Tillingbourne are Happy, Curious, Responsible, Confident, Resilient and Aspirational
Whilst guided by this scheme of work, teachers will use their professional judgement to teach concepts in response to the needs of the children, their maturity and their personal, social and environmental experiences.*

3/4

Healthy relationships - family

- That families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Healthy relationships - friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

- know that relationships are respectful and the importance of dignity and rights Recognise what constitutes a positive and healthy relationship
- be aware of different types of relationship, between friends and families
- develop the necessary skills to maintain healthy relationships and know whom to talk to if they need support

Emotions

- recognise and respond appropriate to a wide range of feeling in oneself and others. To extend vocabulary to enable them to explain both the range and intensity of their feelings to others
- understand and manage transition - bereavement, separation, divorce, loss
- recognise conflicting emotions and how to constructively deal with these
- know that our actions affect ourselves and others, we need to care about other people's feelings and to try to see things from their points of view; including online
- how to deal with our feelings towards ourselves, our family and others in a positive way

Conflict

- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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
- 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
- The importance of permission-seeking and giving in relationships with friends, peers and adults
- develop strategies to solve disputes and conflict through negotiation and appropriate compromise know how to resolve differences by looking at alternatives, making decisions and explaining choices
- 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
- listen and respond respectfully to a wide range of people to feel confident to raise their own concerns and, if necessary, constructively challenge the views of others

Equality/tolerance

- realise the nature and consequences of racism
- know that differences and similarities of people arise from a number of factors – including cultural, ethnic, racial and religious diversity, age, gender and disability
- realise the nature and consequences of teasing and bullying including online and aggressive behaviours
- recognise and challenge stereotypes

Boundaries

- judge what kind of physical contact) is acceptable or unacceptable and know how to respond
- understand personal boundaries; to identify what they are willing to share with different people in their lives and that we all have a right to privacy, including online

Working together

- work constructively towards shared goals

Rights

- that there are basic human rights shared by all pupils and all societies and that children have their own special rights set out in United Nations declaration of Rights of a Child.
- To know that children are duty bearers and that rights are inherent, inalienable, indivisible, universal and unconditional*
- the articles of CRC and how those around them help them to enjoy a wide range of their rights
- the concepts of fairness and equity

Media and critical thinking

- how to critically examine what is presented in the media and social media and recognise that they do not always reflect reality and can affect how we feel about ourselves
- how to recognise and assess the different risks in different situations and decide how to behave responsibly (forest schools, online)

Reproduction Yr 4

- main stages of human life cycle - bodily changes and differences between boys and girls
- about human reproduction including labeling parts of the body,
- how a baby grows - conception (egg and sperm), birth and how a baby grows
- introduction to menstruation

Risk taking and peer pressure

- how to recognise and manage unhealthy social pressures
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people we know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- how to recognise and manage dares

Online safety

- strategies for keeping safe online; the importance of protecting personal information and the distribution of images of themselves and others
- That people sometimes behave differently online, including by pretending to be someone they are not

- 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
- How to recognise risks online, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- About the responsible use of mobile phones and safe user habits

Keeping Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so and how to develop strategies for getting support for themselves or for others at risk
- the concept of keeping a secret and when and they should and shouldn't agree to this and when it is right to break a confidence
- about people who are responsible for keeping them safe and healthy

In Years 5 and 6: the following additional concepts will be taught under the 4 headings of our PSHE curriculum: Relationships, Living in the wider world, Healthy and Safe, Being the best I can be.

These will be guided by our aim to ensure that children at Tillingbourne are Happy, Curious, Responsible, Confident, Resilient and Aspirational

Healthy relationships

- know that relationships are respectful and the importance of dignity and rights- gender based relationships / consent
- recognise what constitutes a positive and healthy relationship
- be aware of different types of relationship, including marriage, civil partnerships and those between friends and families

Emotions

- recognise and respond appropriately to a wide range of feeling in one's self and others. To extend vocabulary to enable them to explain both the range and intensity of their feelings to others
- recognise conflicting emotions and how to constructively deal with these

- understand and manage transition
- recognise, as we approach puberty, how people's emotions change at that time and how to deal with our feelings towards ourselves, our family and others in a positive way

Conflict

- What a stereotype is, and how stereotypes can be unfair, negative or destructive

Equality/tolerance

- Understand systems in school, and wider community that address prejudicial attitudes, discrimination and conflicts
- recognise and challenge stereotypes

Boundaries

- judge what kind of physical contact is acceptable or unacceptable and know how to respond
- understand personal boundaries; to identify what they are willing to share with different people in their lives and that we all have a right to privacy

Rights and Rule of law

- that some cultural practices that are against British law and universal human rights (FGM, girls schooling, forced marriage)
- how to research, discuss and debate topical issues, problems and events that are of concern to them
- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- that there are consequences to anti-social and aggressive behaviours, such as bullying and racism, and how these might affect individuals and communities

Media

- be able to explore and critique how the media presents information and how it can misrepresent and mislead
- to critically examine what is presented in the media and social media and recognise that they do not always reflect reality and can affect how we feel about ourselves

Knowing others

- how to reflect on spiritual, moral, social, and cultural issues, using my imagination to understand other people's experiences
- how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Healthy

- how to make informed choices and begin to understand that concept of a balanced lifestyle
- **to recognise how increasing independence brings increased responsibility to keep yourself and others safe**

Keeping safe

- the responsible use of mobile phones and safe user habits

Reproduction

Yr 5

- about how the body changes as we approach puberty
- impact of bodily changes linked to puberty including menstruation
- how a baby can be conceived and born including IVF

Yr 6

- building on understanding of reproduction including contraception and health

Aspirations

- recognise our worth as individuals by identifying positive things about ourselves and own achievements, seeing our mistakes, making amends and having high aspirations and personal goals
- face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Opinions and views

- talk and write about our opinions, and explain our views, on issues that affect ourselves and society

- **Appendix 1: guidance for what children should know by the age of 11**
- **Appendix 2. Guidance for what children should know by the end of Key stages 3 and 4** (this has been included so that progression into key stage 3 and key stage 4 is understood)
- **Appendix 3 Parental withdrawal form – to be discussed with Headteacher prior to completion**

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

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)

TOPIC	PUPILS SHOULD KNOW
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

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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