

# Relationships and Sex Education Policy



## CAPELLA HOUSE

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a primary and secondary special school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Capella House we teach RSE as set out in this policy.

**This policy also incorporates the statutory requirements for Health Education** as set out in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019*, which apply to all state-funded schools, including special schools.

Capella House School has *regard to the statutory guidance* issued by the Department for Education (DfE), including the updated *Relationships, Sex and Health Education Guidance (2025)*, which becomes fully statutory from 1 September 2026. Until then, the 2019 guidance remains in force.

As a special school, we ensure that all RSHE content is appropriately adapted to meet the cognitive, communication and developmental needs of our pupils.

## 3. Policy development

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

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were allowed to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

#### **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 may need to adapt it as and when necessary.

**Health Education (statutory)** is delivered as part of our PSHE and Life Skills curriculum. This includes physical health, mental wellbeing, personal safety, online safety, and the risks associated with drugs, alcohol, and tobacco.

In line with statutory guidance, our curriculum includes:

- Online safety and digital behaviour
- Respectful relationships, including addressing misogyny and online harms
- Recognition of unhealthy and abusive relationships
- Understanding of consent (taught sensitively, in line with developmental level)
- Awareness of protected characteristics under the Equality Act (2010)
- Positive mental health and wellbeing

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 they are fully informed and don't seek answers online.

The school avoids using any commercial RSHE resources that:

- are not age-appropriate
- are not SEND-appropriate
- do not meet statutory guidance

## **6. Accessibility and SEND Adaptations**

Capella House is a specialist provision for pupils with Speech, Language and Communication Needs (SLCN), many with additional learning needs. All RSHE content is adapted using:

- simplified and concrete language
- visual supports and pictorial resources
- pre-teaching of key vocabulary
- repetition and reinforcement
- structured discussion guided by adults
- small-group and individual teaching where necessary

Teachers ensure that learning is accessible for all pupils by following individual communication profiles, therapy guidance, and EHCP outcomes.

Sensitive topics may be introduced gradually and with additional parent consultation where appropriate.

## **7. 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 Life Skills..

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional; for these sessions, parents would be notified in advance with information to be covered in the sessions outlined.

At the Primary level, 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

At Secondary 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 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).

### **Safeguarding and RSHE**

RSHE plays a vital role in safeguarding pupils. Lessons explicitly teach pupils:

- how to recognise unsafe or harmful behaviour
- how to report concerns
- the difference between healthy and unhealthy relationships

- how to stay safe online, including understanding grooming, coercion, and the risks of sharing personal information

These themes are aligned with the school's Safeguarding and Child Protection Policy and are delivered in a developmentally appropriate way.

## **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.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

All of our staff will carry out the teaching of RSE or aspects of it as part of our curriculum.

### **8.4 External Visitors**

External professionals (e.g., school nurses, sexual health educators) may support delivery of RSHE. All sessions are:

- reviewed in advance by the PSHE lead
- quality-assured for appropriateness and alignment with statutory guidance
- supervised by school staff at all times

Visitors must comply with the school's safeguarding procedures.

### **8.5 Pupils**

We hope that all pupils will engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. If this is not possible then we will ensure that the pupils are taught on an individual basis, with adaptations where appropriate.

## **8. Parents' right to withdraw**

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

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

Parents cannot withdraw their child from **Relationships Education** or **Health Education**.

Parents may only withdraw from **non-statutory sex education**, not the elements taught as part of the science curriculum.

The school is committed to working in partnership with parents and will provide opportunities to view teaching materials and discuss content prior to delivery.

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

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

## **9. Training**

Where there is a training need the appropriate CPD will be provided for staff.

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

Training includes safeguarding updates, inclusive RSHE practice, SEND-specific strategies for communication needs, and responding appropriately to pupil questions. Staff delivering RSHE receive ongoing CPD to ensure content is up-to-date, sensitive, and aligned with statutory requirements.

All staff delivering RSHE are trained in how to recognise and respond to sexual harassment, child-on-child abuse, and online harmful sexual behaviours.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the school senior leadership team as part of our regular monitoring processes.

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

Evaluation includes:

- pupil voice
- staff feedback
- parent consultation
- analysis of safeguarding trends and pastoral needs

RSHE content is reviewed annually to ensure it remains relevant and compliant with statutory guidance. Governors receive updates as part of the curriculum and safeguarding monitoring cycle.

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

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Online Safety Policy
- Equality and Inclusion Policy
- SEND Policy
- Mental Health and Wellbeing Policy

These policies collectively support safe, inclusive, and developmentally appropriate RSHE.

## Appendix 1: Curriculum map

Jupiter (Y7)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	Google Chrome. Logging in, Passwords and Online Safety	Creating and Presenting information: using docs, slides and their tools	IT - Graphic Design and Copyright	Computers are everywhere - Different types of computers	Scratch Programming	Spreadsheets -What are they and what do they do?
SCIENCE	Living organisms and cells	Living organisms and cells	Physics Topic to be decided	Physics Topic to be decided	Chemistry Topic to be decided	Chemistry Topic to be decided
HISTORY	The Industrial Revolution	The Industrial Revolution	The Elizabethans	Medieval Britain	Norman Conquest	Civil Rights In America
GEOGRAPHY	Introduction to Geography - What's a Geographer	Introduction to Geography - Natural Resources	Maps-Local and Global Economies	Weather & Climate	Earth Processes- Rainforests	Geography of Russia
PE	Team building skills & Fitness	Invasion games	Badminton & Table Tennis	Volleyball & OAA	Striking & fielding	Athletics
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
COMMUNICATION	Shape coding- Grammar intervention	Shape coding- Grammar intervention	Shape coding- Grammar intervention	Shape coding- Grammar intervention	DLD and me	DLD and me
ART	Formal Elements of Art Understanding and Exploring	Exploring Colour theory <u>colour</u> wheel	Exploring tone and shade using different materials	Exploring <u>pattern</u> Hundertwasser Artist Study	Exploring shape Drinks can <u>drawing</u> Abstract Art	Exploring texture Claywork of Heather Knight
Religious Education	Beginnings of Religions	Followers of Judaism and Christianity	Christianity and its <u>origins</u>	Followers of Islam	Famous Followers	Special Leaders
OT	Goal setting and motor skills	<u>Self care</u> - tool kit	TBC- needs led	TBC- needs led	TBC- needs led	TBC- needs led
Drama	How we communicate/ Radio Play	Pantomimes	Modern Drama - The Curious Incident of the Dog in the Nighttime	Kafka's Metamorphosis Physical Theatre	Greek Theatre Trojan Women	Shakespeare- A Midsummer Night's Dream

Saturn (Y7)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	Google Chrome. Logging in, Passwords and Online Safety	Creating and Presenting Information: using docs, slides and their tools	IT - Graphic Design and Copyright	Computers are everywhere - Different types of computers	Scratch Programming	Spreadsheets -What are they and what do they do?
SCIENCE	Living organisms and cells	Living organisms and cells	Physics Topic to be decided	Physics Topic to be decided	Chemistry Topic to be decided	Chemistry Topic to be decided
HISTORY	The Industrial Revolution	The Industrial Revolution	The Elizabethans	Medieval Britain	Norman Conquest	Civil Rights In America
GEOGRAPHY	Introduction to Geography - What's a Geographer	Introduction to Geography - Natural Resources	Maps-Local and Global Economies	Weather & Climate	Earth Processes- Rainforests	Geography of Russia
PE	Invasion Games	Net Games	Fielding & Striking	OAA & Table Tennis	Invasion Games	Athletics
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
COMMUNICATION	Shape coding- Grammar intervention	Shape coding- Grammar intervention	Shape coding- Grammar intervention	Shape coding- Grammar intervention	DLD and Me	DLD and Me
ART	Formal Elements of Art Understanding and Exploring	Exploring Colour theory <u>colour</u> wheel	Exploring tone and shade using different materials	Exploring <u>pattern</u> Hundertwasser Artist Study	Exploring shape Drinks can <u>drawing</u> Abstract Art	Exploring texture Claywork of Heather Knight
Religious Education	Beginnings of Religions	Followers of Judaism and Christianity	Christianity and its <u>origins</u>	Followers of Islam	Famous Followers	Special Leaders
OT	Goal setting and motor skills	<u>Self care</u> - tool kit	TBC- needs led	TBC- needs led	TBC- needs led	TBC- needs led
Drama	How we communicate/ Radio Play	Pantomime	Modern Drama - The Curious Incident of the Dog in the Nighttime	Kafka's Metamorphosis Physical Theatre	Greek Theatre Trojan Women	Shakespeare- A Midsummer Night's Dream

Neptune (Y8)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	What are Computers?	Grand Designs	Digital Imaging	Software	Micro Bits	Scratch programming
SCIENCE	Living organisms and cells	The skeletal and muscular systems Sound	The Periodic Table Earth and the atmosphere	Photosynthesis Cellular respiration	Chemical reactions	Pure and impure substances
HISTORY	The Transatlantic Slave Trade	The Transatlantic Slave Trade	The Mayans	Britain and Europe since 1901	First Colony in America	British Civil Wars
GEOGRAPHY	Rivers	Development	Changing Populations	Migration	Coasts	Diverse & Dynamic- How is Asia transforming?
PE	Team building skills & Fitness	Invasion games	Trampoline & Table tennis	<u>Golf / swimming</u>	Striking & fielding	Athletics
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
COMMUNICATION	<u>Self advocacy</u>	<u>Self advocacy</u>	Reading for meaning	Reading for meaning	PEERS social skills	PEERS social skills
ART	<u>Colour theory</u> primary, secondary, tertiary, warm and cool colours in paint	Exploring pop art Warhol, colour and popular culture	Explore and respond Printing Progression 3D card relief and paper mache	Exploring the mythical world in collage	<u>Wire frame sculpture</u> 3D Progression	<u>Wire frame sculpture</u> 3D Progression
Religious Education	Stories of Jesus	Religious festivals	Christian ceremonies	World Beginnings	Places of Worship	Sikhism
OT	Goal setting and motor skills	Interoception	TBC- needs led	TBC- needs led	TBC- needs led	TBC- needs led
Drama	Status Social Justice	Musical Theatre	Stage Combat	Melodrama Multimedia/Silent Film	Commedia Dell'arte	Naturalism Lord of The Flies

Mercury (Y9)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	Computing - Hardware	Computing - Software	Portable Computing - Mobiles, laptops and tablets	Coding (Block Based) - Scratch	Coding languages - Intro to conditional logic (using Tynker)	Using Computers to help us - (canva, photo editing, Pixel art etc.)
SCIENCE	Atoms, Elements and Compounds	Atoms, Elements and Compounds	Physics Topic to be decided	Physics Topic to be decided	Biology Topic to be decided	Biology Topic to be decided
HISTORY	The British Empire	The British Empire	Women's Suffrage	WW2	17th Century Thinkers	The Interregnum
GEOGRAPHY	Volcanoes & Earthquakes	Challenges in Africa- Deserts & Urbanisation	Are natural disasters natural? Cyclones & Floods	The Middle East	How does Ice change the world?	What's the future of the planet?
PE	Team building & Fitness	Invasion games	Trampoline & table tennis Fitness 2 K.st 4	Target games & golf Yr 7 Badminton Yr 8, 9 & 10	Striking & fielding	Athletics
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
COMMUNICATION	Self advocacy	Self advocacy	Reading for meaning	Reading for meaning	Community engagement	Community engagement
ART	Colour theory Primary, secondary and tertiary colours, warm and cool colours using pastels	Exploring portraits Proportions and facial features	Painting and mixed media: Artist Study	Perspective Identifying and drawing one point perspective Recognising two point perspective	Landscape Art Artist study Perspective and drawing progression	Designing a final piece
Religious Education	Hinduism	Right or wrong	Evil and suffering	Sacrifice and pilgrimage	Buddhism	Humanism
OT	Goal setting and motor skills	Interoception	TBC- needs led	TBC- needs led	TBC- needs led	TBC- needs led
Drama	Verbatim theatre	Musical Theatre	Practitioner study: Brecht  Teachers	Shakespeare  The Tempest	Theatre in Education  Roles & Responsibilities	Theatre in Education  Putting on a show

Venus (Y10/11)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	Hardware -Components	Software-	Programming - structures and problems: Scratch and Python	Programming - creating and making: Scratch and Python	Flowcharts - symbols/Logic - Logic gates and binary	Microbits -applying what we have learnt this year to the Microbit
SCIENCE	Entry level Chemistry - Elements, Mixtures and Compounds	Entry level Chemistry - Elements, Mixtures and Compounds Portfolio investigation	Entry level Physics - Energy, forces and the structure of matter	Entry level Physics - Energy, forces and the structure of matter Portfolio investigation	Entry level Biology - How the body works	Entry level Biology - How the body works Portfolio investigation
HISTORY	War and British Society	War and British Society	The Viking Age	The Viking Age	Qualification Biography and <u>In Depth Study</u>	Qualification: Site/Individual <u>In Depth Study</u>
GEOGRAPHY	Destructive World- How do plate tectonics shape our world?	Destructive World- How can flooding be dangerous?	Dynamic Development	Globalisation: How is our world changing?	Changing Climate- natural or manmade processes	Geographical Skills & applications including Fieldwork and GIS
PE	Fitness	Invasion games	Trampoline & table tennis	Swimming /Golf	Striking & Fielding	Athletics
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
ART	Revisit the fundamentals of art: colour, shape, and line. How to structure a GCSE portfolio.  Artist research project.  <u>Experimenting with mediums.</u>	Theme: Animals  Printmaking Ink Drawing	Year 11 GCSE Exam paper released (topics given by AQA)  Year 10 - Nature and Wildlife - Photography Project.	Year 11 GCSE Exam Preparation and Paper  Year 10 - Nature and Wildlife - Mixed Media	Theme of Rubbish: Focusing on social issues (the environment, pollution, underwater)  3D Art Collage	Completing outstanding GCSE projects
Drama	Music & me	Classical	Music from other cultures	Pop music	Musicals	Music & <u>tech</u>
SALT	<u>Self advocacy</u>	Self-advocacy	Exam vocabulary/skills	Exam vocabulary/skills	Functional communication for life (forms, CVs etc)	Functional communication for life (forms, CVs etc)
OT	<u>Self advocacy</u>	<u>Self advocacy</u>	Enterprise	Enterprise	Me and my community	Me and my community

Mars (Y11)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPUTING	Hardware -Components	Software-	Programming - <i>structures and problems</i> LA - Scratch HA - Python	Programming - <i>creating and making</i> LA - Scratch HA - Python	Flowcharts - symbols/Logic - Logic gates and binary	Microbits -applying what we have learnt this year to the Microbit
SCIENCE	Entry level Chemistry - Elements, Mixtures and Compounds	Entry level Chemistry - Elements, Mixtures and Compounds Portfolio Investigation	Entry level Physics - Energy, forces and the structure of matter	Entry level Physics - Energy, forces and the structure of matter Portfolio investigation	Entry level Biology - How the body works	Entry level Biology - How the body works Portfolio investigation
HISTORY	War and British Society	War and British Society	The Viking Age	The Viking Age	Qualification Biography and <u>In Depth Study</u>	Qualification: Site/Individual <u>In Depth</u> Study
GEOGRAPHY	Resourceful World - Why should tropical rainforest matter to us?	Resourceful World- Will we run out of natural resources?	Destructive World- Case Studies for OCR	Fieldwork & Geographical Skills- OCR	Fieldwork and Geographical Skills OCR	Our World: How is the UK changing in the 21st Century?
PE	Fitness 1	Invasion	Fitness 2	Trampolining & table tennis	Striking & fielding	Swimming & life saving/athletics
Art	Revisit the fundamentals of art: colour, shape, and line. How to structure a GCSE portfolio.  Artist research project.  <u>Experimenting with mediums.</u>	Theme: Animals  Printmaking Ink Drawing	Year 11 GCSE Exam paper released (topics given by AQA)  Year 10 - Nature and Wildlife - Photography Project.	Year 11 GCSE Exam Preparation and Paper  Year 10 - Nature and Wildlife - Mixed Media	Theme of Rubbish: Focusing on social issues (the environment, pollution, underwater)  3D Art Collage	Completing outstanding GCSE projects
PSHE/RSE	Health & Well-Being	Health & Well-Being	Relationships	Relationships	Living in the Wider World	Living in the Wider World
SALT	<u>Self advocacy</u>	<u>Self advocacy</u>	Exam vocabulary/skills	Exam vocabulary/skills	Functional communication for life (forms, CVs etc)	Functional communication for life (forms, CVs etc)
OT	<u>Self advocacy</u>	Coping with stress / mental health	Me and my community	Me and my community	Rebound	

## Appendix 2a: 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"> <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>
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> </ul>

	<ul style="list-style-type: none"> <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 2b: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year	
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	