

Relationships and Sex Education Policy

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1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

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

2. Statutory requirements

As a through school (5 to 18 years) Aspire Academy meets the statutory requirement for both primary and secondary pupils. 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 Aspire Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils/students, 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 A but we may need to adapt it as and when necessary.

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.

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 A.

6. Delivery of RSE

In the Primary Centre RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 A and B.

In the secondary centre 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 A and B.

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).

7. Roles and responsibilities

7.1 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

7.3 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/students
- Responding appropriately to pupil/students whose parents/carers wish them to be withdrawn from the non-statutory 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/Principal.

7.4 Pupils/Students

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

8. Parents/Carers' rights to withdraw

Parents/carers of **primary students** do not have the right to withdraw their children from relationships education.

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

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

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

Parents/carers of **secondary students** 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.

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

Staff are trained on the delivery of RSE as part of ongoing professional development.

The Headteacher/Principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Susy Summers and Tom Gibson through:

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

Appendix A – Relationships and sex education curriculum map

Appendix: Aspire Academy RSE Sequence

Year 1

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Belonging to a family Making friends/being a good friend.</p> <p>Physical contact preferences.</p> <p>People who help us Qualities as a friend and person.</p> <p>Self-acknowledgement Being a good friend to myself.</p> <p>Celebrating special relationships.</p>	<p>Life cycles – animal and human.</p> <p>Changes in me.</p> <p>Changes since being a baby.</p> <p>Differences between female and male bodies (correct terminology).</p> <p>Linking growing and learning.</p> <p>Coping with change Transition.</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>Explain why some changes I might experience might feel better than others.</p>

Give examples of behaviour in other people that I appreciate and behaviours that I don't like.	
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Year 2

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Discuss different types of family.</p> <p>Identify physical contact boundaries.</p> <p>Understand friendship and conflict.</p> <p>Discuss secrets.</p> <p>Identify trust and appreciation.</p> <p>Express appreciation for special relationships.</p>	<p>Define life cycles in nature Understand growing from young to old.</p> <p>Know how to increase independence.</p> <p>Identify differences in female and male bodies (correct terminology) Express assertiveness</p> <p>Prepare for transition.</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>Explain why some types of touches feel OK and others don't.</p> <p>Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>

Year 3

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Family roles and responsibilities Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>How babies grow Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Explain how my life is influenced positively by people I know and also by people from other countries</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know..</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Year 4

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>Offer some suggestions about how I might manage my feelings when changes happen.</p>

Year 5

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Self-recognition and self worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Compare different types of friendships and the feelings associated with them.</p> <p>Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>

Year 6

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Year 7

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Describe characteristics of healthy relationships Define consent</p> <p>Describe ways in which relationships can change</p> <p>Describe some emotions within friendships</p> <p>Define discerning and assertiveness</p> <p>Describe risks associated with sexting</p> <p>Know sources of help and support</p>	<p>Describe the changes that happen during puberty changes</p> <p>Describe what is meant by FGM and breast flattening/ironing</p> <p>Describe some of the responsibilities of parenthood</p> <p>Identify types of committed relationships</p> <p>Describe influences of media and the impact on self-esteem and selfimage</p> <p>Know sources of help and support</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge

<p>Identify characteristics and benefits of positive, strong, supportive, relationships</p> <p>Understand what expectations might be of having a romantic/attraction relationship</p> <p>Understand what is meant by consent</p> <p>Recognise the range of positive qualities people bring to relationships</p> <p>Understand why respect for the other person's wishes is important in relationships</p> <p>Identify the supportive relationships in my life and recognise the characteristics of these relationships</p> <p>Know that relationships change and suggest how to manage this</p> <p>Recognise that my emotions and feelings can change regularly</p> <p>Identify why people sometimes fall out and suggest ways to manage this</p> <p>Recognise that my emotions and feelings can change regularly</p>	<p>Understand the changes that happen during puberty</p> <p>Understand that practices such as female genital mutilation and breast ironing are forms of abuse</p> <p>Know where to access help if I am worried or concerned about puberty or abuse</p> <p>Express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned</p> <p>Know how a baby is conceived naturally and know that there are other ways a baby can be conceived, e.g. IVF</p> <p>Understand how a baby develops inside the uterus and is born</p> <p>Express the different feelings and choices that people may have and make about conception, pregnancy and having a baby</p>
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<p>conflict within my friendship group</p> <p>Identify emotions that can be associated with falling out</p> <p>Understand that discernment is an important skill when being a consumer of media</p> <p>Understand how discernment is important in relationships and recognise when to use assertiveness in some of my relationships</p> <p>Understand the personal and legal consequences of sexting</p> <p>Suggest skills which will keep my relationships happy and healthy</p> <p>Apply assertiveness to my relationships when appropriate</p> <p>Summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p> <p>Explain my understanding of respect and authenticity</p>	<p>Appreciate that a baby comes with responsibilities</p> <p>Know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>Make links between positive, healthy family relationships and effective parenting</p> <p>Identify some of the roles and responsibilities of being a parent</p> <p>Understand that stable intimate relationships can be linked to happiness</p> <p>Know that the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>Understand how self-image is linked to self-esteem and know where to go for help if I am worried about my body image or self-esteem</p> <p>Apply strategies to build my self-esteem</p> <p>Understand some of the emotional changes during puberty</p> <p>Know where to access support if I am worried about adolescence</p>
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	<p>Know some ways to support myself and others during times of change</p> <p>Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes</p>
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Year 8

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Positive relationship with self.</p> <p>Social media and relationship with self.</p> <p>Negative self-talk.</p> <p>Managing a range of relationships.</p> <p>Personal space.</p> <p>Online etiquette.</p> <p>Online privacy and personal safety.</p> <p>Coercion.</p> <p>Unhealthy balance of power in relationships.</p> <p>Know sources of help and support.</p>	<p>Types of close intimate relationships.</p> <p>Physical attraction.</p> <p>Legal status of relationships.</p> <p>Behaviours in healthy and unhealthy romantic relationships. Pornography.</p> <p>Sexuality.</p> <p>Alcohol and risky behaviour.</p> <p>Know sources of help and support.</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge

<p>Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.</p> <p>Understand that social media can both positively and negatively affect how I feel about myself.</p> <p>Know some things I can do to manage the impact of how social media makes me feel about myself.</p> <p>Understand that relationships can cause strong feelings and emotions.</p> <p>Understand the features of positive and stable relationships.</p> <p>Understand that all relationships have positive and less positive aspects.</p> <p>Define what is meant by personal space and how this varies across my relationships both online and offline.</p> <p>Discuss how personal space differs across different cultures.</p> <p>Understand what is meant by control, power balance and coercion in a relationship and know how to protect myself from an unhealthy relationship.</p> <p>Understand how to use social media appropriately, safely and legally.</p>	<p>Know different types of close, intimate relationships that people can have and that intimate relationships do not have to involve sex.</p> <p>Know what happens physically and emotionally when individuals experience physical attraction.</p> <p>Know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children.</p> <p>Understand the positive aspects of having a girlfriend or boyfriend and know some of the positive behaviours people exhibit in healthy intimate relationships.</p> <p>Describe some of the behaviours you would expect to find in a healthy romantic relationship.</p> <p>Understand the range of feelings associated with attraction.</p> <p>Know where to get information to safely explore feelings about sexuality.</p> <p>Identify what you would</p>
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<p>Give examples of how personal safety can be compromised online and know what to do if I'm worried about my online or offline safety.</p>	<p>seek in a boyfriend/girlfriend relationship.</p> <p>Compare and contrast the key features of healthy and unhealthy romantic relationships.</p> <p>Recognise that attraction towards others takes many forms and can change over time to help manage them.</p> <p>Know that pornographic images do not reflect reality and how it can impact on expectations and self-image.</p> <p>List some risks associated with drinking too much alcohol, including unprotected sex, nonconsensual sex.</p> <p>Know what the law says in relation to sex and alcohol.</p> <p>Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol.</p>
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Year 9

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Power and control in intimate relationships.</p> <p>Risk in intimate relationships.</p> <p>Importance of sexual consent.</p>	<p>Mental health stigma, triggers and support strategies.</p> <p>Managing emotional changes.</p> <p>Resilience and how to improve it.</p>

<p>Assertiveness skills.</p> <p>Sex and the law.</p> <p>Pornography and stereotypes.</p> <p>Contraception choices.</p> <p>Family planning.</p> <p>STIs.</p> <p>Know sources of help and support.</p>	<p>Reflection on the importance of sleep, in relation to mental health.</p> <p>Reflection on body and brain changes.</p> <p>Stereotypes.</p> <p>Know sources of help and support.</p>
<p>Relationships Disciplinary Knowledge</p>	<p>Changing me Disciplinary Knowledge</p>
<p>Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship.</p> <p>Understand the features of positive, stable, intimate relationships.</p> <p>Understand that I have a choice in many situations, including when I want to say no.</p> <p>Know and can use some assertiveness skills to help me manage a range of circumstances.</p> <p>Know how to access help if an intimate relationship makes me uncomfortable or is putting me at risk.</p> <p>Understand that consent is a vital feature of a sexual relationship.</p>	<p>Know that my mental health can be affected by different situations and experiences.</p> <p>Know about some common mental health issues.</p> <p>Challenge stigma about mental health issues.</p> <p>Know where to access support if I am worried about my mental health.</p> <p>Know that change can trigger a range of emotional responses and that some changes can be more difficult to manage than others.</p> <p>Know that going through change can develop resilience.</p> <p>Know that sleep is important for psychological and physical reasons.</p> <p>Know that sleep is important for learning and my mental health.</p>

<p>Know about sex and the law (including the law as applied to online and social media).</p> <p>Understand that pornography and some media images give a false impression of sex and sexual relationships.</p> <p>Challenge stereotypical ideas of 'ideal' males and females.</p> <p>Know about the different contraception methods available and that contraception is important for sexual health as well as preventing a pregnancy.</p> <p>Understand that information and facts are vital in making an informed choice about contraception if and when needed.</p> <p>Know how to access advice and information about sexual health.</p> <p>Understand that there are consequences if I choose to have unprotected sex.</p> <p>Know about different sexually transmitted infections.</p> <p>Know about sexual health clinics and how to access help and support if I have unprotected sex.</p> <p>Consider the risks and consequences of becoming sexually active.</p>	<p>Reflect on the changes that my body and brain have undergone since starting puberty.</p> <p>Consider the changes yet to come and how to manage these.</p>
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Year 10

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Sustaining long-term relationships.</p> <p>Relationship choices.</p> <p>Ending relationships safely.</p> <p>Consequences of relationships ending (e.g. bullying, revenge porn, grief-cycle).</p> <p>Divorce and separation.</p> <p>Impact of family breakup on children.</p> <p>Understanding love.</p> <p>Fake news and rumour- mongering.</p> <p>Abuse in teenage relationships.</p> <p>Legislation.</p> <p>Know sources of help and support.</p>	<p>Impact of societal change on young people.</p> <p>Role of media on societal change.</p> <p>Reflection on change so far and how to manage it successfully.</p> <p>Decision making.</p> <p>Sexual identity.</p> <p>Gender.</p> <p>Spectrum of sexuality.</p> <p>Stereotypes in romantic relationships.</p> <p>Sexual identity and risk.</p> <p>Family change.</p> <p>Know sources of help and support.</p>
Relationships Disciplinary Knowledge	Changing me Disciplinary Knowledge
<p>Identify types of and important elements in long-term relationships (including legal status).</p> <p>Discuss what is required to sustain healthy longterm relationships</p> <p>Know appropriate vocabulary associated with long-term relationships</p>	<p>Identify some of the changes in society that will affect me.</p> <p>Discuss the emotional impact societal change can have on young people.</p> <p>Assess the role of media, including social media on social change.</p>

<p>Understand the choices I have in my relationships (including ending a range of relationships, physical and non-physical relationship choices).</p> <p>Understand the consequences of ending relationships (including bullying, revenge pornography, depression, the grief process and how to manage this).</p> <p>List sources of help and support for when relationships end including bereavement and divorce, family separation</p> <p>Understand the benefits of healthy relationships</p> <p>Evaluate my own role in a range of relationships</p> <p>Evaluate the role of love in relationships</p> <p>Evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc.</p> <p>Discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography.</p> <p>Describe the negative influence pornography can have on relationships.</p> <p>Understand the physical and mental impact of unhealthy relationships.</p>	<p>Recognise the range of changes I have experienced in my life.</p> <p>Identify the feelings associated with change both positive and negative.</p> <p>List changes I have made that I am proud of.</p> <p>Understand the type of decision-maker I am.</p> <p>Discuss the impact of the range of changes families can experience and their impact on children and their parents/family.</p> <p>Identify the change that some people may experience in relation to sexual identity and gender.</p> <p>Understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary.</p> <p>Discuss the reality and myths surrounding sexual identity and gender.</p> <p>Describe where to find help and support around sexual identity and gender.</p> <p>Discuss gender and stereotypes in relation to a range of romantic relationships.</p> <p>Identify and understand the legislation relating to a range of relationships.</p>
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<p>Discuss the patterns associated with abusive relationships (including exploitation and abuse in teenage relationships).</p> <p>Understand how coercion can feature in a range of relationships.</p> <p>Describe examples of legislation associated with coercion, exploitation and abuse in relationships.</p>	<p>Understand the risks associated with exploring sexual identity.</p> <p>Reflect on physical changes experienced so far and understand the relationship between physical change, self-esteem and emotional change.</p> <p>Understand the impact of family change and how it can affect future relationships.</p>
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Year 11

Relationships Substantive Knowledge	Changing me Substantive Knowledge
<p>Aspirations on; career, finances, relationships, health.</p> <p>Skills identification.</p> <p>Realistic goals.</p> <p>Gambling.</p> <p>Financial pressure and debt.</p> <p>Dream jobs, skill set, education and training options.</p> <p>Long- term relationship dreams and goals.</p>	<p>Stages of intimate relationships.</p> <p>Positive and negative connotations of sex.</p> <p>Protecting sexual and reproductive health.</p> <p>Safely ending relationships.</p> <p>Spectrum of gender and sexuality.</p> <p>LGBT+ rights and protection under the Equality Act.</p> <p>‘Coming out’ challenges.</p>

<p>Parenting skills and challenges.</p> <p>Resilience.</p> <p>What to do when things go wrong.</p> <p>Know sources of help and support.</p>	<p>LGBT+ media stereotypes.</p> <p>Power, control and sexual experimentation.</p> <p>Forced marriage, honour-based violence, FGM and other abuses.</p> <p>Hate crime.</p> <p>Know sources of help and support.</p> <p>Fertility.</p> <p>Contraception.</p> <p>Pregnancy facts and myths.</p> <p>Identifying a range of health risks and strategies for staying safe.</p> <p>Know sources of help and support.</p>
<p>Relationships Disciplinary Knowledge</p>	<p>Changing me Disciplinary Knowledge</p>
<p>Know of some ways to help me manage any anxiety I may feel now and in the future.</p> <p>Know the links between sleep, physical and mental health and learning.</p> <p>Identify my financial goals and whether these are realistic in the short or longer term.</p>	<p>Know that intimate relationship can move through different stages and how behaviour may change according to the stage.</p> <p>Know how to access confidential health and advice about sex and relationships.</p>

<p>State the skills and attributes I have or need to develop in order to aim for my financial goals.</p> <p>Budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem.</p> <p>Understand the risks associated with gambling as an answer to debt or financial pressures.</p> <p>Identify what my dream job and state if it differs from the expectations of my family or friends. If so, how I can manage this to maintain positive relationships.</p> <p>Explain why I may need to change my skill-set as my career develops.</p> <p>Discuss my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not.</p> <p>Discuss the choices available to me in terms of different legal arrangements in a relationship status (e.g marriage, civil partnership and the difference between them).</p> <p>Explain the challenges and opportunities of becoming a parent and identify key skills of successful parenting.</p> <p>Reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are</p>	<p>Give examples of how the media can sometimes portray unrealistic expectations of sex and relationships.</p> <p>State some of the positive and negative connotations of sex and where these might come from.</p> <p>State my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future.</p> <p>Explain there is a spectrum of gender and sexuality.</p> <p>Know that sexuality is different from gender diversity and that for some people, gender identity and sexuality is fluid and for others it is fixed.</p> <p>Know that LGBT+ people are protected by law.</p> <p>Understand that ‘coming out’ can be challenging for some LGBT+ people and it is up to them to choose the right time for this.</p> <p>Understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented.</p>
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<p>essential to raising children successfully (e.g. financial stability, support networks etc.).</p> <p>Identify some possible barriers to some of my dreams and goals.</p> <p>Identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met.</p> <p>Understand what I need to do to achieve successful health, relationships and lifegoals.</p> <p>Reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this.</p>	<p>Know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+.</p> <p>Recognise when there is an imbalance of power within an intimate relationship and suggest strategies for managing relationships that are imbalanced, including ending them if appropriate.</p> <p>Know how to recognise illegal behaviour within an intimate relationship, how and where to report it.</p> <p>Give examples of honour-based violence and explain why honour-based violence and forced marriage is unacceptable and illegal.</p> <p>Know what FGM and breast ironing is, and why it is illegal.</p> <p>Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal.</p> <p>Know how to report honour-based crimes or hate crime against LGBTQ+ people</p> <p>Consider how power in relationships can affect people.</p>
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Appendix B – Department for Education RSE Guidance

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

TOPIC	PUPILS SHOULD KNOW
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
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •

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 C – 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	