Goldwyn School

Relationships and Sex Education Policy (RSE)

Review Body:	Ben Lock/Learning & Inclusion
Review Period:	Annual
Last Reviewed:	June 2022
Review Date:	June 2023
Date Approved:	28 June 2022

Contents

1. Aims

The aim of this policy is to provide a working document that gives clear guidance to staff, parents, carers and governors so that all staff are aware of how to tackle any RSE related issue in line with the policy.

Specifically, it will influence the schools approach to RSE in:
- The taught National Curriculum Science Program of Study in line with the PSHE association.
- RSE modules within each Key Stage delivered within a planned PSHCE program.
- Pastoral support for students who experience difficulties.
- Provision of appropriate information through leaflets and books in the PSHE room and display of posters and appropriate materials in units and communal areas.
- Condom distribution – In accordance with the C-Card guidelines.

Goldwyn school aims to deliver the RSE programme in a manner that will revisit topics, so they build upon their existing knowledge and skills throughout the school. It is intended that RSE be taught through active learning activities as appropriate. The taught RSE curriculum is based on the RSE matrix, with a chosen pathway for each class group on a yearly basis thus ensuring the content delivered builds on past knowledge and mirrors the needs and maturity of the group. The aim is to ensure that the whole content is covered at the appropriate level for each cohort by the end of Year 11.

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:
- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

  We also believe that students have an entitlement to:
- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavor to have a balanced approach that is educational, rather than biased.

2. Statutory Guidance

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE

and Health Education. The new subjects of Relationships Education and RSE must be taught in special schools such as Goldwyn.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

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:

1. **Review:** A working group pulled together all relevant information including relevant national and local guidance.

2. **Staff Consultation:** All school staff were given the opportunity to look at the policy and make recommendations.

3. **Parent/Stakeholder Consultation:** Parents and any interested parties were invited to read and comment on the draft policy.

4. **Pupil Consultation** will become part of the annual planning of the RSE for each class.

5. **Ratification**: Once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of 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

5.1 Curriculum

The content of the RSE curriculum follows the PSHE organisation's scheme based on the 5 areas for development: 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

5.2 Key Stages 3 and 4

RSE whilst there will be a certain amount of dovetailing between the Science department and PSHCE, it has been decided that the ₋ 2 ₋ ility for delivery of RSE will lie within the PSHE department. As these are important topics, elements of the curriculum from a biological perspective will be taught in science lessons. The development and sequencing of the programme will use the matrix (scheme) to plan and record the development of each cohort which then passes with that cohort through their rime at school.

The National Teenage Pregnancy Strategy (Department of Health 1999) which is inextricably linked to the National Strategy for Sexual Health and HIV (Department of Health 2001) states that evidence suggests that young people lack the information which enables them to make decisions regarding their sexual health and that it is time to re-examine the traditional approaches to solve these problems. Recommendations from the Ofsted Report (2002 and 2005) suggest that schools and schools should broaden their coverage and their definition of achievement in sex and relationships education to include the development of young peoples' values, attitudes and personal skills in addition to the acquisition of factual knowledge.

Key Stage 5

Many 6th Form students transfer to Goldwyn from other specialist provisions or mainstream schools at the end of Year 11.   As such, the students' previous access to and engagement in RSE is often unknown and there can be significant gaps and misconceptions in their knowledge and understanding.

In line with the secondary provision at Goldwyn, the majority of 6th Form students have a diagnosis of ASC and / or ADHD, amongst other SEND. Many have difficulties with Social Communication and forming positive, safe relationships. They continue to require support and direct RSE, especially as they near the age of 18 and want to become more independent. Repetition and contextual learning are important strategies in making sure that students have retained any prior learning and are able to apply it in real life situations.

Key themes and content from the Statutory Curriculum for Key Stage 4 are incorporated into the 6th Form Life Skills Programme to provide the opportunity for revisiting and reinforcing learning but with a focus on real life application. A flexible approach is adopted, and students are encouraged to identify topics that they would like to address. Where possible, these topics, as well as issues observed by staff, matters reported in the media and national awareness events, will be incorporated into lessons. In some cases, RSE may contribute credits towards a nationally recognised qualification.

As all 6th Form students are over the age of 16, they can consent to participating in RSE themselves. However, this will be discussed with students and their parents or carers on transition, and, on request, they can be provided with written information about the RSE

Programme. Parents or carers are welcome to contact the Teaching and Learning Lead to discuss concerns at any time.

Specific Considerations for Teaching RSE at Goldwyn

The nature of an ASD means individuals may present with particular difficulties in forming, and maintaining healthy and positive relationships and communicating their feelings, emotions and needs. The need for g   - 3 -   on an integrated sex education and relationship programme will be specific to the needs and level of ability of everyone.

The Relationship and sex education programme acknowledges that students mature at their own speed and individual plans will be developed, delivered, and monitored following their individual developmental and physical stages. Relationship and sex education is cross curricular, and it will therefore form part of the wider curriculum (PSHE framework), including personal health and wellbeing, which aims to influence the development of self-awareness, gender and sexuality throughout the school life. As such many students will have access to personalised mentoring from key staff within their Unit bases or classes. Students will be encouraged as much as possible to take an active part in any decision making, with self-advocacy and the skills of socially appropriate behaviour, informed consent and assertion. The individual's choice must be respected within the understanding that it does not impact on the life, health, safety, and welfare of others.

Upon request, parents are provided with written information regarding the content of the Relationship and sex education programme (each year) and they are given an opportunity as part of the annual review process to discuss with staff any related matters that cause them concern. Parents will be reassured that the personal beliefs and attitudes of teachers/staff will not influence the teaching of Relationship and sex education within the PSHE framework. Concerned parents are invited to discuss their concerns with teachers/staff so that a solution can be sought.

6. Roles and responsibilities

6.1 The Governing Board

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

6.2 The Principal

The Principal 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).

6.3 Staff

Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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

Staff directly involved in teaching RSE:

	Ashford	Folkestone	Plus	6th form
RSE lead	Benjamin Lock	ve	Carly Plumb	Jo Chessum
Science Teachers	Matthew Harrison	Barry McGinn	NA	NA

- 4 -

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

6.5 Ground Rules
It will be the responsibility of the facilitator to create a 'safe' workshop environment to reduce anxiety and embarrassment and eliminate unintended personal disclosures. Establishing ground rules at the beginning of a lesson will help to facilitate a safe environment, which will benefit the scope and contributions to the topics under discussion. The key ground rule is that no personal questions will be asked. Those that deliver the RSE programme are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:
- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect that fact that others may have quite different viewpoints.

6.6 Outside Agencies
Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Any external agency will be expected to comply with this policy and be vetted in according to school procedures.

7. Parents

7.1 Informing Parents/Carers

We are aware that some parents find it hard to cope with their children's sexual development and are happy for the s take the initiative. We will take every opportunity to inform and involve parent: ers at all levels.

7.2 The right to withdraw

- In secondary education from September 2020:
- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

8. Training

Staff have been made aware of the contents of the policy and how they should engage in the delivery of the policy, ie through taught RSE lessons by specifically competent staff, through other aspects of PSHE, through tutor session and personal mentoring sessions where applicable.

The PSHE leads 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. These sessions will be monitored before delivery to ensure they are compliant with this policy.

9. Monitoring Arrangements

The PSHCE Lead is the named RSE coordinator. The RSE coordinator has responsibility for overseeing the tuition of RSE. The RSE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

The delivery of RSE is monitored by the Principal, Head of Centres and the PSHCE Lead through:

- Planning scrutiny (PSHE association, schemes of work mapping).
- Learning walks/Lesson observations.
- Internal department planning.
- Regular cross centre monitoring meetings by RSE leads

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Students will also be given many opportunities to reflect on what they have learnt in RSE lessons. Relationship and sex education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. Should be absent it would not be undertaken by a short-term supply teacher. The PSHCE / RSE coordinator is a trained C-card professional and as such Goldwyn School is a local hub for the C card scheme. (See https://www.kent.gov.uk/social-care-and-health/health/sexual-health/contraception/condoms)

11. Conclusions

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

Ethnic and Cultural Diversity.
Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying Home Backgrounds.
We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality
On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special Educational Needs
As our students have learning, emotional or behavioural difficulties these may result in particular RSE needs that are carefully planned.

The Teaching Programme for Relationship and Sex Education
We intend that all students shall experience a programme of RSE at a level which is appropriate for their age and physical development.

Contraceptive Advice

Older students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. The level of discussion and information is raised throughout the pupil's school life.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendices

Appendix 1: Curriculum overview

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity.

There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM).

They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems, and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

Appendix 2: Curriculum Scheme- Matrix   Key Stage 3

FAMILIES			By the end of secondary KS 3: Pupils should know:			KS 2 LINKS
That there are different types of committed, stable relationships.	**R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**R36.** the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children				**Key Stage 2 checklist** **R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)** **R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different** **R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong**
How these relationships might contribute to human happiness and their importance for bringing up children.	**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**R36.** the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children				**R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others** **R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart** **R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another** **R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability**
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.						**R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty** **R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice**

Why marriage is an important relationship choice for many couples and why it must be freely entered into.	**R6.** to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy						
The characteristics and legal status of other types of long-term relationships.	**R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them						
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	**R35.** the roles and responsibilities of parents, carers and children in families	**R36.** the nature and importance of stable, long-term relationships (inc. marriage and civil partnerships) for family life and bringing up children					
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	**R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	**R6.** to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy	**R23.** strategies to recognise, de-escalate and exit aggressive social situations	**R37.** characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, inc. online; how to report abusive behaviours or access support	**R38.** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

			By the end of secondary KS 3: **Pupils should know**					
about others, if needed.				for themselves or others				
RESPECTFUL RELATIONSHIPS /FRIENDSHIPS								
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	**R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	**R10.** to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationship	**R13.** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	**R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	**R16.** how to effectively use different contraceptives, including how and where to access them	**R19.** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online	**R21.** to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk	
Practical steps they can take in a range of different contexts to improve or support respectful relationships	**R13.** How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	**R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**R42.** to recognise peer influence and to develop strategies for managing it, including online		**Key Stage 2 checklist** **R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing** **R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships** **R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face** **R13. the importance of seeking support if feeling lonely or excluded**		
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability,	**R7.** to evaluate different degrees of emotional intimacy in relationships, the role of pleasure,	**R8.** to use constructive dialogue to support relationships and	**R39.** the impact of stereotyping, prejudice and discrimination on individuals and	**R40.** about the unacceptability of prejudice-based language and behaviour, offline	**L10.** to recognise and challenge stereotypes and family or cultural expectations	**R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them** **R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to**		

can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	how they understand the difference between 'love' and 'lust'	negotiate difficulties	relationships	and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	that may limit aspirations	**recognise the effect of online actions on others** **R16. how friendships can change over time, about making new friends and the benefits of having different types of friends** **R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely** **R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary**
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	**R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	**R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age				
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	**R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	**R23.** strategies to recognise, de-escalate and exit aggressive social situations	**R38.** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice		
That some types of behaviour within	**R2.** to recognise and challenge	**R25.** ways to celebrate cultural	**R37.** the characteristics of			

relationships are criminal, including violent behaviour and coercive control	prejudice and discrimination and understand rights and responsibilities with regard to inclusion	diversity, promote inclusion and safely challenge prejudice and discrimination	abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others					
What constitutes sexual harassment and sexual violence and why these are always unacceptable	**R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others							
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality	**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia,	**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations					

Act 2010) and that everyone is unique and equal.	biphobia, transphobia, racism, ableism and faith-based prejudice				

ONLINE AND MEDIA			**By the end of secondary KS 3:** **Pupils should know**		
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	**R13.** How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	**R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	**L22.** the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

Key Stage 2 Checklist

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (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.	**H30.** how to identify risk and manage personal safety in increasingly independent situations, including online	**R17.** to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception	**R21.** to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk	**R37.** characteristics of abusive behaviours, such as grooming, sexual harassment sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

Not to provide material to others that they	**R29.** the impact of sharing sexual	**R30.** how to manage any	**L21.** to establish personal values and		

would not want shared further and not to share personal material which is sent to them.	images of others without consent	request or pressure to share an image of themselves or others, and how to get help	clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media					
What to do and where to get support to report material or manage issues online.	**R17.** to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception	**R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help	**R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms				
The impact of viewing harmful content.	**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships	**R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them				

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.	**R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex						
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	**R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help						
How information and data is generated, collected, shared and used online.	**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media					
BEING SAFE			By the end of secondary KS 3: Pupils should know				
The concepts of, and	**H22.** the risks and	**R6.** that marriage	**R24.** that consent is	**R25.** about the law	**R27.** that the seeker	**R37.** the	

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.	myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	relating to sexual consent	of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
						Key Stage 2 checklist
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).	**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	**R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)	**R27.** that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected			**H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming **H38.** how to predict, assess and manage risk in different situations 41. strategies for keeping safe in the local environment or unfamiliar **H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
INTIMATE AND SEXUAL RELATIONSHIPS INCL SEXUAL HEALTH			**By the end of secondary KS 3:** **Pupils should know**			

						Key Stage 2 checklist
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.	**R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	**R10.** the importance of trust in relationships and the behaviours that can undermine or build trust	**R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	**R31.** that intimate relationships should be pleasurable	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity,family, gender, faith, culture, hobbies, likes/dislikes) **H26.** that for some people gender identity does not correspond with their biological sex **H27.** to recognise their individuality and personal qualities **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
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.	**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online	**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)	**R33.** the risks related to unprotected sex	**H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing					
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer	**H5.** to recognise and manage internal and external influences on decisions which affect health and	**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree	**R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)	**R30.** how to manage any request or pressure to share an image of themselves or others, and how to	**R42.** to recognise peer influence and to develop strategies for managing it, including online	

pressure, resisting pressure and not pressurising others.	wellbeing	to something is not giving consent, and how to seek help in such circumstances		get help				
That they have a choice to delay sex or to enjoy intimacy without sex.	**R9.** to manage the ending of relationships safely and respectfully, including online	**R11.** to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)	**R12.** to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent	**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	**R25.** about the law relating to sexual consent	**R28.** to gauge readiness for sexual intimacy	**R31.** that intimate relationships should be pleasurable	
The facts about the full range of contraceptive choices, efficacy and options available.	**H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships	**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**R33.** the risks related to unprotected sex					
The facts around pregnancy including miscarriage	**R33.** the risks related to unprotected sex	**R34.** the consequences of unintended pregnancy, sources of support and the						

		options available					
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	**R34.** the consequences of unintended pregnancy, sources of support and the options available						
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.	**H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships	**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**R33.** the risks related to unprotected sex				
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)						
How the use of alcohol and drugs can lead to risky sexual behaviour.	**H27.** the personal and social risks and consequences of substance use and misuse						

	including occasional use							
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	**H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships	**R23.** the services available to support healthy relationships and manage unhealthy relationships, and how to access them	**R34.** the consequences of unintended pregnancy, sources of support and the options available	**R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others				

Key Stage 4

FAMILIES			By the end of secondary KS 4: Pupils should know:					
That there are different types of committed, stable relationships.	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	R4. the importance of stable committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships						
How these relationships might contribute to human happiness and their importance for bringing up children.	R2. the role of pleasure in intimate relationships, including orgasms	R4. the importance of stable committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families					
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.	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values						

	civil partnerships and the legal status of other long-term relationships							
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support					
The characteristics and legal status of other types of long-term relationships.	**R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships						
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R25. the importance of parenting skills and qualities for family life, the implications							

	of young parenthood and services that offer support for new parents and families							
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.	**R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	R17. ways to access information and support for relationships including those experiencing difficulties	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms			
RESPECTFUL RELATIONSHIPS /FRIENDSHIPS			**By the end of secondary KS 4:** **Pupils should know**					
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	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships	**R13.** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities					
Practical steps they can take in a range of different contexts to	R30. to recognise when a relationship is	R31. the skills and strategies to respond to	R34. strategies to challenge all forms of prejudice and	R36. skills to support younger peers when in				

improve or support respectful relationships	abusive and strategies to manage this	exploitation, bullying, harassment and control in relationships	discrimination	positions of influence				
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).	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities							
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	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern					
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	R34. strategies to challenge all forms of prejudice and discrimination						
That some types of	R28. to recognise	R29. the law	R30. to recognise					

behaviour within relationships are criminal, including violent behaviour and coercive control	when others are using manipulation, persuasion or coercion and how to respond	relating to abuse in relationships, including coercive control and online harassment	when a relationship is abusive and strategies to manage this					
What constitutes sexual harassment and sexual violence and why these are always unacceptable	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	R29. the law relating to abuse in relationships, including coercive control and online harassment	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it					
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.	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it					
ONLINE AND MEDIA			**By the end of secondary KS 4:** **Pupils should know**					
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	L11. the benefits and challenges of cultivating career opportunities online	L12. strategies to manage their online presence and its impact on career opportunities	L22. that there are positive and safe ways to create and share content online and the opportunities this offers	L23. strategies for protecting and enhancing their personal and professional reputation online		
About online risks, including that any material someone provides to another has the potential to be shared	H22. ways to identify risk and manage personal safety in new social settings,	R14. the opportunities and potential risks of establishing and conducting	R22. to evaluate different motivations and contexts in which sexual images are	L25. how personal data is generated, collected and shared, including by individuals, and the				

online and the difficulty of removing potentially compromising material placed online.	workplaces, and environments, including online	relationships online, and strategies to manage the risks	shared, and possible legal, emotional and social consequences	consequences of this			
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	L23. strategies for protecting and enhancing their personal and professional reputation online	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this				
What to do and where to get support to report material or manage issues online.	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	R17. ways to access information and support for relationships including those experiencing difficulties	L23. strategies for protecting and enhancing their personal and professional reputation online				
The impact of viewing harmful content.	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours					
That specifically sexually	R8. to understand						

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.	the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours							
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences							
How information and data is generated, collected, shared and used online.	L22. that there are positive and safe ways to create and share content online and the opportunities this offers	L23. strategies for protecting and enhancing their personal and professional reputation online	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this	L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this				
BEING SAFE			**By the end of secondary KS 4** **Pupils should know**					
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	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	R18. about the concept of consent in maturing relationships	R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond	R29. the law relating to abuse in relationships, including coercive control and online harassment	R30. to recognise when a relationship is abusive and strategies to manage this	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

current and future relationships.	there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs							
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).	R18. about the concept of consent in maturing relationships	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences		R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
INTIMATE AND SEXUAL RELATIONSHIPS INCL SEXUAL HEALTH			**By the end of secondary KS 4:** **Pupils should know**					
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.	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	R2. the role of pleasure in intimate relationships, including orgasms	R18. about the concept of consent in maturing relationships					
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	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes	H26. the different types of intimacy (including online) and their potential emotional and physical consequences (both positive and	H27. about specific STIs, their treatment and how to reduce the risk of transmission	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to			

wellbeing.	external influences and ways of managing this	and/or difficult experiences	negative)		talk to for accurate, impartial advice and support			
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	R26. the reasons why people choose to adopt/foster children		
	H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	R18. about the concept of consent in maturing relationships	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond			
That they have a choice to delay sex or to enjoy intimacy without sex.	R2. the role of pleasure in intimate relationships, including orgasms	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple				
The facts about the full range of contraceptive	H26. the different types of intimacy	H29. to overcome barriers, (including	R23. how to choose and access					

choices, efficacy and options available.	(including online) and their potential emotional and physical consequences (both positive and negative)	embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	appropriate contraception (including emergency contraception) and negotiate contraception use with a partner					
The facts around pregnancy including miscarriage	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy						
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	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	R26. the reasons why people choose to adopt/foster children	R27. about the current legal position on abortion and the range of beliefs and opinions about it			
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.	H27. about specific STIs, their treatment and how to reduce the risk of transmission	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner				
About the prevalence of	H27. about	H28. how to	H31. that fertility					

some STIs, the impact they can have on those who contract them and key facts about treatment.	specific STIs, their treatment and how to reduce the risk of transmission	respond if someone has, or may have, an STI (including ways to access sexual health services)	can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors					
How the use of alcohol and drugs can lead to risky sexual behaviour.	H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour						
• *how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment*	H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)	H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R17. ways to access information and support for relationships including those experiencing difficulties	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

KEY STAGE 5
KS5 Learning opportunities in Relationships and Sex Education
Students learn...
Relationship values
R1. how to articulate their relationship values and to apply them in different types of relationships **R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion **R3.** to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
Forming and maintaining respectful relationships
Consent
R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) **R12.** to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent **R13.** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
Contraception and parenthood
R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age

Appendix 3: Curriculum outcomes

Relationships and sex education curriculum outcomes

Relationships and Sex Education (RSE): Secondary
By the end of secondary school:
Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

GOLDWYN SCHOOL RSE POLICY INTENDED OUTCOMES
In order to ensure we cover all outcomes across the 11-16 age range would all staff teaching RSE across the centres please tick the appropriate box where the outcomes have been tackled and or achieved. The long-term plan already has the details the current coverage and if this plan is followed then we shall be able to see if there are any gaps, or duplications. These reports should then de discusses at the regular RSe lead meetings and appropriate changes made.

Families:- Pupils should know	7	8	9	10	11	6th
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:- Pupils should know	7	8	9	10	11	6th
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.						

Online and media:- Pupils should know	7	8	9	10	11	6th
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 :- Pupils should know	7	8	9	10	11	6th
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and						
FGM, and how these can affect current and future relationships						
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).						

Intimate and sexual relationships, including sexual health:- Pupils should know	7	8	9	10	11	6th
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 and menopause.						
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						