

Relationship and sex education policy

Ortus Education West Raynham School



WEST RAYNHAM SCHOOL
ORTUS EDUCATION LTD.

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1. Aims

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

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

2. Statutory requirements

As an independent school with Primary and Secondary age pupils, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At West Raynham School we teach RSE as set out in this policy.

3. Policy development

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

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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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

Primary sex education will focus on:

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

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

6. Delivery of RSE

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers
- › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Clare Gammons.

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers will be responsible for teaching RSE at West Raynham School.

8.4 Pupils

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

9. Parents' right to withdraw

For Primary pupils:

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

Parents/carers have the right to withdraw their child 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 school work will be given to pupils who are withdrawn from sex education.

For Secondary pupils:

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

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

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

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

10. Training

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

The headteacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and the PSHE subject lead through the quality assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

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

This policy will be reviewed by the head teacher every year. At every review, the policy will be approved by the chair of governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	I am awesome	Being together	How do I feel	Keeping Safe	Making Friends	Roles and responsibilities
Key Knowledge objectives	<ul style="list-style-type: none"> I know that everybody is special and unique. I can describe my likes, dislikes and interests. I can describe healthy activities that help people feel good. I know that activity, rest, relaxation and sleep are all important to stay healthy. I can describe the ways I am similar and different to other people. I know what wellbeing is and how it feels. I know how to cope with big feelings. I understand the importance of asking for help with feelings, including loneliness. I can recognise when I need help with feelings. I know what it means to be physically healthy. I understand the importance of eating balanced meals. I understand the importance of washing hands to stay healthy. I understand what 'public', 'private' and 'privacy' mean. I can name the main parts of the body, including genitalia. I know that private parts of my body are covered with underwear 	<ul style="list-style-type: none"> I have safe, trusting relationships with parents, caregivers and teachers. I am building safe, positive relationships with my peers. I know why rules are important. I can follow our classroom rules. I know, and can apply, basic rules for polite behaviour and good manners. I know that I should be treated with respect and how to show respect to others. I know what it means to learn and play co-operatively and can identify cooperative behaviours. I can listen, share and take turns appropriately. I know how to talk about and share my ideas about things that matter to me respectfully. I can recognise kind and unkind behaviours. I can describe ways to show kindness to others. I can describe what makes a good friendship and the qualities of a good friend. I can recognise and express how friendships and disagreements make me feel. I can identify and discuss other people's feelings (including loneliness). I know, and can use, some strategies to resolve disagreements. I can share strategies I know to help my friends get along 	<ul style="list-style-type: none"> I can recognise and name different feelings, including big feelings. I know words or have other strategies to describe and share my feelings. I know that feelings can affect people's faces, bodies and behaviours. I can recognise how my body feels with different moods. I can recognise the feelings of others based on their expressions, words or actions. I understand that other people's feelings may be different to my own. I have simple strategies to manage my feelings or to change my mood when I don't feel good. I know that other people may not be able to tell how I am feeling and the importance of sharing my feelings with others. I can recognise the ways I am the same as, and different to, other people. I know the importance of play and having fun and can name activities I enjoy doing. I can identify feelings associated with change, loss and death. I know the importance of asking a trusted adult to support me with my feelings. I recognise when I need support with my feelings and know how to ask a trusted adult for help 	<ul style="list-style-type: none"> I can explain the terms safety, harm and risk. I can explain why rules are important and how they keep us safe. I can follow simple safety rules and instructions, including emergency procedures. I know which trusted adults are responsible for my safety. I know what safe and unsafe feels like and can identify situations that make me feel unsafe or uncomfortable. I can tell a trusted adult when I feel unsafe or worried. I can communicate when I feel unsafe or uncomfortable using gestures or words like 'please stop' or 'no'. I can recognise basic safety risks in the home and can follow basic safety rules, like not touching kitchen appliances. I can recognise basic safety risks in everyday situations and follow basic safety rules, like holding an adult's hand in a crowded place. I know that age restrictions in computer games and online activities protect me. I know how to access age-appropriate websites. I can recognise basic safety risks online, like seeing or hearing things that worry me. I know what 'online', 'internet' and 'personal information' mean. I know some basic safety rules for online interactions, such as 'do not share 	<ul style="list-style-type: none"> I understand the importance of being kind and respectful to others. I can use some simple communication strategies like turn taking and listening to support positive relationships, I know that having friends can make me feel happy and secure. I can describe the qualities of a good friend. I can identify friendly and unfriendly behaviours. I know some simple strategies for making friends. I know how I can be a good friend, including recognising when someone is lonely. I know that friendships have ups and downs. I have some simple strategies for resolving disagreements with my friends. I know to ask a trusted adult for help if a friendship has made me unhappy or is worrying me. I know that words and actions can hurt people's bodies and feelings. I know that hurtful behaviour includes words and actions, such as name-calling, excluding others and bullying. I can describe what people might feel if they experience hurtful behaviour or bullying. I can recognise examples of hurtful behaviour online and offline. I have simple strategies to respond to hurtful behaviour online and offline. 	<ul style="list-style-type: none"> I know that there are different types of communities and can describe the communities that I am part of. I can describe ways that people in communities help and support one another. I know that people have different needs and can recognise when people need different help and support. I can identify ways to help people in my communities. I know what jobs are and can describe different types of jobs. I know that roles and responsibilities can as we grow older. I know what rules are and why they are needed. I know why different rules are needed for different situations. I know the importance of caring for each other and for other living things. I can describe a range of ways that I can look after my environment and the living things within it.

				personal information with people you do not know'.	<ul style="list-style-type: none"> I know why it is important to tell a trusted adult about hurtful behaviour 	
Year 2	Asking for help	Being Healthy	Being Me	Safe spaces and Boundaries	World of work	What is a family?
Key Knowledge Objectives	<ul style="list-style-type: none"> I can identify emergency and non-emergency situations. I know when and how to ask for help in a range of everyday, emergency and online situations. I understand the importance of following safety procedures in emergency situations, like fire drills. I can follow basic rules to keep safe online, like asking the permission of a trusted adult to set up accounts and passwords. I know some common online activities, like chatting with friends and playing games. I can describe some common online risks, like pop-ups or messages from people I do not know. I know about a range of people - like police officers, doctors and firefighters - whose job it is to help us and keep us safe. I know who to ask for help in everyday and emergency situations and how to ask for help. 	<ul style="list-style-type: none"> I know what it means 'to be healthy' and can identify healthy and unhealthy activities. I know about different ways to play and exercise. I know that physical activities are important for my physical and mental health. I can suggest how to build physical activity into my daily and weekly routines. I can describe how regular exercise makes me feel. I can describe the risks of an inactive lifestyle and a poor diet. I know some simple self-care techniques which make me feel good, like spending time with family and friends and taking breaks from tv / online activities I know about healthy and unhealthy foods and can suggest healthy choices. I can plan and prepare healthy snacks. I know and can follow simple hygiene routines that stop germs 	<ul style="list-style-type: none"> I can recognise and name a wider range of feelings. I can recognise and describe physical sensations I experience with different emotions, including what it is like to feel lonely. I know that my thoughts and actions can affect my mood. I know that feelings can vary in intensity and that I can take action to regulate my emotions. I can reflect on the differences between feeling in control and out of control. I have a range of strategies to help me regulate my emotions or to change my mood when I don't feel good. I know how to seek support when I feel lonely. I know what 'wellbeing' means and can describe activities that support my wellbeing. I have a range of strategies to help me cope with change or with difficult or unexpected situations. 	<ul style="list-style-type: none"> I understand the concepts of personal space and boundaries. I can recognise that people can have different ideas and feelings about personal space and boundaries. I can set my own boundaries with the help of trusted adults. I can recognise and respect other people's personal space and boundaries. I understand the importance of consent and know how to ask for permission. I know the differences between appropriate and inappropriate contact. I can recognise when a situation makes me feel uncomfortable or unsafe I can use simple strategies to handle situations where I feel uncomfortable or unsafe. I know how to ask for help when I feel uncomfortable, unsafe or worried about myself or others. I understand the difference between a surprise and a secret. 	<ul style="list-style-type: none"> I understand the concept of money and its importance in our lives. I know that money comes from different sources and that jobs help people earn money. I know the difference between wants and needs and can provide examples. I know we have choices about how to make, save and spend money I know that money needs to be looked after and can describe ways to spend and save money responsibly. I know what a food bank is and why somebody may need to use a food bank. I know about different jobs people do, including those in the community. I know about some of the strengths, skills and interests people need for different jobs. I can identify my own strengths, skills and interests. I can start to set goals for the future. 	<ul style="list-style-type: none"> I can identify the role that different people play in my life. I know about different types of families. I can identify the common features of family life. I can recognise the roles my family has in taking care of me, like providing love, stability and protection. I recognise the role I have in my family. I know ways I can help at home, like setting the table, tidy away my toys. I know how to communicate my needs and feelings. I can consider the needs and feelings of others. I understand that mutual positive relationships require work on both sides. I have strategies to support close positive relationships with others, including adults.. I know that stable relationships are part of happy families. I can communicate respectfully and show good manners at home.

	<ul style="list-style-type: none"> I can respond appropriately in situations when asking for help, including emergency situations. I know who my trusted adults are. I can tell a trusted adult if I am worried and ask them for help. I can recognise my own limits and boundaries and communicate them to others 	<p>spreading, like washing hands.</p> <ul style="list-style-type: none"> I know some simple strategies for taking care of myself when I feel unwell, such as resting and drinking water. I know that medicines and vaccinations can keep me healthy. I know about safe and unsafe sun exposure. I know how people's needs change with age. I know about the different people who support us to be healthy, such as dentists and doctors. I know who to talk to if I am worried about how I feel in my mind or body 	<ul style="list-style-type: none"> I understand what 'sense of self' means and can describe my personality. I can describe my interests, likes and dislikes. I can describe my relationships and responsibilities to others. I know that it is important to ask for help with feelings and how to ask for help. I can identify when I need help with feelings, change or difficult situations 	<ul style="list-style-type: none"> I know that secrets which make me or someone else feel unsafe should not be kept. I know what to expect from adults with different roles and responsibilities. I can identify the trusted adults I can ask for help and support. I know how to begin a conversation with a trusted adult. I understand that it is important to keep asking until I am heard when seeking help or expressing concerns. 		<ul style="list-style-type: none"> I know how to communicate respectfully in difficult situations, e.g. when someone has made a mistake. I can support peers to develop healthy relationships and help them ask adults for help when needed
Year 3	Aiming High	Safety First	Digital Well-being	TEAM	Think Positive	Diverse Britain
Key Knowledge	<ul style="list-style-type: none"> I can identify achievements and suggest how my actions can help me to achieve. I can identify personal goals and suggest actions that I can take to achieve them. I can explain how a positive learning attitude can help me to learn new things I can identify the skills and attributes needed to do certain jobs. I understand that we should all have equal opportunities to follow our career ambitions. I can discuss what job I might like to do when I 	<ul style="list-style-type: none"> I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly. I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about. I know about dangerous substances and how they affect the human body. I know how to respond in emergency situations. 	<ul style="list-style-type: none"> I can identify the positives and negatives of being online. I can be kind online and I can help make the Internet a safer place. I know how to stay safe when communicating online and what to do if I don't feel safe. I can decide how reliable online information is and know how to share information responsibly online. I can identify things we shouldn't share online and give reasons why we shouldn't share them. 	<ul style="list-style-type: none"> I can talk about changes and how they might make me feel. I can explain how and why we should work well as a team. I can describe how my actions and behaviour affect my team. I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them. I can talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> I understand that having a positive attitude is good for our mental health. I can recognise and manage positive and negative thoughts effectively. I understand that some changes can be difficult but that there are things we can do to cope. I can use mindfulness techniques to keep calm. I can identify uncomfortable emotions and manage them effectively. I can apply a positive attitude towards learning 	<ul style="list-style-type: none"> I can describe what it is like to live in the British Isles. I can talk about what democracy is and understand why it is important. I can talk about what rules and laws are and identify how they help us. I can talk about what liberty means and I can identify the rights of British people. I can describe a diverse society and talk about why it is important.

	grow up and what skills I will need to achieve this		<ul style="list-style-type: none"> I understand how technology can affect our wellbeing in different ways. 		and take on new challenges.	<ul style="list-style-type: none"> I can explain what being British means to me and to others.
Year 4	VIPs	Be Yourself	It's My Body	One World	Money Matters	Growing Up
Key Knowledge	<ul style="list-style-type: none"> I can explain the importance of respecting my VIPs. I can explain how to make and keep fabulous friends. I can identify my own support network. I can demonstrate strategies for resolving conflicts. I can identify what bullying is. I know what to do if someone is being bullied. 	<ul style="list-style-type: none"> I can say the things about myself that I am proud of. I can identify the feelings I have and describe how different emotions feel. I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. I know how to be assertive. I can explore messages given by the media and decide if they are helpful or harmful. I can identify different strategies I can use if I make a mistake. 	<ul style="list-style-type: none"> I can choose what happens to my body and I can get help with any concerns. I know how to keep my body healthy. I know why it is important to get enough sleep. I understand the importance of hygiene and what to do if I feel unwell. I know how to take medicine safely and keep safe around drugs. I know how to make better choices and choose healthy habits. 	<ul style="list-style-type: none"> I can discuss ways in which people's lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair. I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this. 	<ul style="list-style-type: none"> I can explain what skills are needed for a range of jobs and why people go to work. I can explain the different ways people pay for things I can discuss financial risk and borrowing and explain some consequences of this. I understand the different decisions people have to make about how to spend their money I can explain how adverts try to influence our spending and why they do this. I can explain ways I can keep track of what I spend and why it is important to do this. 	<ul style="list-style-type: none"> I can describe male and female body parts and explain what these are for. I can describe how boys' bodies will change as they go through puberty. I can describe how girls' bodies will change as they go through puberty. I can describe the feelings that some people experience as they grow up. I understand that there are many different types of relationships and families. I can describe how babies are made and how they are born.
Year 5	Aiming High	Safety First	Digital Well-being	TEAM	Think Positive	Diverse Britain
Key Knowledge	<ul style="list-style-type: none"> I can understand how people learn new things and achieve certain goals. I can understand that a helpful attitude towards learning can help us succeed in life. 	<ul style="list-style-type: none"> I can take responsibility for my own safety. I can assess and manage risks in different situations. I can confidently identify and manage pressure to 	<ul style="list-style-type: none"> I can identify the benefits of the Internet and know how to look after my digital wellbeing. I know how to stay safe, healthy and happy online 	<ul style="list-style-type: none"> I can talk about the attributes of a good team. I can accept that people have different opinions and know that I can politely disagree with 	<ul style="list-style-type: none"> I understand the link between thoughts, feelings and behaviours. I understand the concept and impact of positive thinking 	<ul style="list-style-type: none"> I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.

	<ul style="list-style-type: none"> • I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. • I can understand that gender, race and social class do not determine what jobs people can do • I can understand there are a variety of routes into different jobs which may match my skills and interests. • I can discuss my goals for the future and the steps I need to take to achieve them. 	<p>get involved in risky situations.</p> <ul style="list-style-type: none"> • I can act sensibly and responsibly in an emergency. • I can identify hazards and reduce risks to keep myself and others safe at home. • I know how to stay safe in different outdoor environments. 	<p>and when I use digital technology.</p> <ul style="list-style-type: none"> • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images. 	<p>others and offer my own opinion.</p> <ul style="list-style-type: none"> • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully. 	<ul style="list-style-type: none"> • I can recognise and manage uncomfortable feelings • I understand the importance of making good choices • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life. 	<ul style="list-style-type: none"> • I can explain what a community is and what it means to belong to one. • I can explain why and how laws are made and identify what might happen if laws are broken. • I can discuss the terms democracy and human rights in relation to local government. • I can discuss the terms democracy and human rights in relation to national government. • I can investigate what charities and voluntary groups do and how they support the community.
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Year 6	VIPs	Be Yourself	It's My Body	One World	Money Matters	Growing Up
Key Knowledge	<ul style="list-style-type: none"> I can explain how VIPs who love and care for each other should treat each other. I can identify different ways to calm down when I am feeling angry or upset. I understand that people have different opinions that should be respected. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. I can explain when it is right to keep a secret, when it is not and who to talk to about this. I can recognise healthy and unhealthy relationships. 	<ul style="list-style-type: none"> I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make amends. 	<ul style="list-style-type: none"> I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I understand how to take care of my body I understand the harmful effects of using drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health. 	<ul style="list-style-type: none"> I can talk about and understand how we can be responsible global citizens. I can describe what global warming is and what we can do to help prevent it from getting worse. I can explain how our energy use can harm the environment and describe what we can do to help. I can describe how we can use water responsibly and understand the importance of doing this. I can understand what biodiversity is and explain the importance of doing all we can to encourage it. I can make choices which make the world a better place and that help people across the world. 	<ul style="list-style-type: none"> I can explain some financial risks and discuss how to avoid them. I understand how retailers try to influence our spending. I can discuss the spending decisions people have to make. I can explain why budgeting can be helpful and how a budget can be made. I can discuss the impact money can have on people's emotional wellbeing. I can explain the impact spending has on our environment. 	<ul style="list-style-type: none"> I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. I understand what a loving relationship is and that there are many types of relationships. I understand what a sexual relationship is and who can have a sexual relationship I can describe the process of human reproduction, from conception to birth.
Year 7	Living in the Wider World 1	Living in the Wider World 2	Relationships		Healthy Living	Puberty and Emotional Well-being
Key knowledge	<ul style="list-style-type: none"> identify ways of achieving our full potential and achieve our aspirations. identify ways students can help their self-esteem to improve Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in 	<ul style="list-style-type: none"> Explain what budgeting is and how we can do it Create a personal budget plan Explore savings, loans and interest rates To explain what financial products are Explain the different kinds of financial transactions 	<ul style="list-style-type: none"> Identify how to maintain genuine friendships and avoid toxic ones Identify the different types of families and know it does not matter what kind of family I have Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise. Explain the difference between banter and bullying, the consequences of 'banter' and how we can tell when banter turns to bullying Explain how we can prevent online bullying 		<ul style="list-style-type: none"> Identify the meaning of the term 'healthy lifestyle' and the main factors that contribute towards living a healthy life. Describe the benefits of each of the food groups and apply this knowledge to create a healthy menu. Identify unhealthy food products from reading 	<ul style="list-style-type: none"> Describe possible ways for us to retain good mental health and how we can recognise depression Identify ways we can manage our anger in a variety of different circumstances. Identify the changes both males and females

	<p>Maslow's Hierarchy and why.</p> <ul style="list-style-type: none"> • Explain the definition of the words stereotype, discrimination, racism and prejudice- and give examples of these. • Identify the negative internet uses and the information we should not make public. • Identify reasons why we should make ethical financial decisions 		<ul style="list-style-type: none"> • Describe some ways of avoiding dangerous relationships and maintaining positive ones. • Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today. • Explain why online radicalisation is a problem 		<p>the labels and the recommended nutritional guidance for males, females and children.</p> <ul style="list-style-type: none"> • Identify the consequences of living an unhealthy lifestyle. Identify appropriate ways we can improve our lifestyle and the long term gains. • identify the different ways energy drinks affect the body and the health issues they can cause. • Describe how we can keep healthy through different types of regular exercise, giving examples of these. • Describe some negative health effects of both smoking and second-hand smoke. • Describe some negative effects of both legal and illegal drugs. 	<p>experience during puberty.</p> <ul style="list-style-type: none"> • identify the different ways periods and the menstrual cycle affect us, what exactly happens and how we can manage our periods. • Identify what to look out for when a victim may have, or may be soon to experience FGM. •
Year 8	Relationships	Prejudice, Values and Extremism	Finance	Goals	Health	Discrimination
	<ul style="list-style-type: none"> • To accurately describe consent and how to know if it has been given or not. • To explain the pros and cons of different forms of contraceptives • To correctly identify ways pornography can be harmful, both to viewers and people in the industry • To identify the dangers of sexting and whether sexting case studies are 	<ul style="list-style-type: none"> • To describe the meaning of xenophobia, extreme nationalism and racism • To identify the different religious and right-wing extremist groups • To explore leadership qualities and the qualities of different religious leaders • To consider and explain why some religious leaders are so successful in gaining new converts and followers. 	<ul style="list-style-type: none"> • To describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debts. • To describe what NI and tax is, what it is spent on and correctly identify these on a payslip. • To describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding. 	<ul style="list-style-type: none"> • To identify different confidence boosters and situations where they can be used. • To describe how different people can develop their skills and behaviours and begin the plan to develop your own through use of a SMART target. • To identify self management skills and behaviours we can develop and categorise them correctly. 	<ul style="list-style-type: none"> • To identify and categorise the different health problems caused by smoking tobacco and cannabis and describe problems caused by nicotine. • To explain how cancer develops in the body, how it's treated and why it can be hard to treat. Explain the best ways we can amend our lifestyles to help lower our risks of certain cancers. 	<ul style="list-style-type: none"> • To be able to assess the impact of the Equality Act 2010 and how media portrayal affects disabled people. • To explain the everyday issues the LGBT global community face and how they overcome them • To describe how young people have been portrayed in the media, including when portrayal has been positive and negative

	<p>committing criminal offenses or not.</p> <ul style="list-style-type: none"> To identify the most common STIs and the best ways of preventing them. To explain the differences between male and female concerns and whether eating disorders are a significant issue for males as well as females. To correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict. 	<ul style="list-style-type: none"> To describe what capital punishment and Sharia Law is and your own views about them. To identify the most common methods used to radicalise people and what extreme ideas sound like. <p>To explain whether situations show religious prejudice, religious discrimination or religious ignorance.</p>	<ul style="list-style-type: none"> To describe ways we can sensibly manage our personal and household budgets and how we can save money. To identify what makes a person an entrepreneur and describe what made them so successful and any particular qualities they share. To describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team. <p>To explain the importance of particular communication skills and demonstrate new skills</p>	<ul style="list-style-type: none"> To describe in detail how we can improve our self awareness and sensitivity and how this can help us improve relationships. To correctly identify ways we can practice mindfulness and ways mindfulness can help our mental health. 	<ul style="list-style-type: none"> To describe in detail ways we can help in medical emergencies and different methods of improving personal safety. To identify the challenges teen parents face as well as any positives about becoming a parent at a young age; including what options available to young people who find themselves in this situation, where help can be found and what help is available. 	<ul style="list-style-type: none"> To identify warning signs of a potential groomer and how they might exploit a person, as well as way to keep yourself safe To identify the main environmental issues the world faces, what causes them and what you can do to help prevent further damage.
Year 9	Healthy relationships	Health and safety	Behaving to achieve	Careers	Finance	Rights and responsibilities
	<ul style="list-style-type: none"> identify different eating disorders and their symptoms identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented in the media identify the warning signs of CSE and what we can do if we suspect a case of CSE. Describe how a person in an abusive relationship could receive help and the services they can access. Identify strategies to resist peer pressure and reasons this can be so difficult 	<ul style="list-style-type: none"> Describe some negative effects of excessive alcohol drinking. Identify correctly the penalties and fines for Class A, B and C drugs in the UK. Describe the short and long term risks of illegal drug use. Identify the different responsible health choices we need to make. Describe the impact of these on others. Describe how to immediately treat an acid attack victim and explain why these attacks are on the increase. identify cases of self-harm, dematillomania, anxiety and depression 	<ul style="list-style-type: none"> Describe our classroom behaviour rules and what we will do to help establish these and invest in our future selves. To describe how we should have access to education as a human right- but not all children get this Describe how different people can develop their interpersonal skills, and begin the plan to develop your own. identify cases of workplace discrimination Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives. 	<ul style="list-style-type: none"> To create a Personal Development Plan, including targets, goals and timings To explain why particular skills are useful in certain work place environments and how you could develop your enterprise skills in future. To describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples To describe which enterprising skills and qualities you share and how you have previously used those skills. 	<ul style="list-style-type: none"> To correctly identify ways we can avoid debt and stay financially savvy through case studies To identify relevant financial organisations which can provide information of current accounts, savings and loans. To describe why we have consumer rights and what these rights are in particular circumstances. To describe what 'employability' is and explore why some candidates for jobs may be more successful than others. 	<ul style="list-style-type: none"> To explain in which circumstances UNICEF provide aid to children and why. To explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse To explain that there are different types of aid and how they can be used in different situations. To describe what situation that faces humanity concerning meat farming and what we could do to bring about positive change To explain the difference between the way young

	<ul style="list-style-type: none"> Explain what British values are how you can be loyal to your religion and still uphold British Values. describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today. identify the different LGBTQAI identities and what the community want us know about these 	and describe how we can help support the different conditions.	<ul style="list-style-type: none"> Describe possible ways for us to retain good mental health and how we can deal positively with stress Correctly identify physical and mental symptoms of anxiety and some ways to deal with anxiety Describe the possible long and short term consequences of sharing images of ourselves on the internet. 			<p>offenders and adults are treated and what happens when young people commit crimes.</p> <ul style="list-style-type: none"> To describe the long term and short term consequences of carrying knives and why knife crime is difficult to prevent.
Year 10	Health and Wellbeing	Living responsibly	Work	Crime	Relationships	Relationships 2
Key knowledge	<ul style="list-style-type: none"> Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages. Describe the factors that contribute towards some people committing suicide, the biggest risk factors and what we can do to aid prevention. Describe the different treatments available to people with social anxiety Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media. Describe in detail the consequences of having too much screen time, how this affects the brain 	<ul style="list-style-type: none"> Identify ways we can manage our time effectively and sustainably through revision season. Identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint. Identify causes of people becoming rough sleepers or homeless. Describe ways we can help people who become homeless. Correctly identify whether cases are hate crimes and classify the factors behind them. Correctly identify the potential problems getting tattoos and body piercings at a young age can cause. Describe the effects of binge drinking on the 	<ul style="list-style-type: none"> Identify how we can research careers successfully and create an action plan to find the right career to suit you. Describe what employers are looking for in a CV and how we can get our best qualities across on paper. Correctly identify and describe the benefits of pursuing a career in the STEM industries. Correctly identify some basic Dos and Don'ts for your work experience placement. To present a balanced argument about the need for International Women's Day using today's key terms. 	<ul style="list-style-type: none"> Demonstrate an understanding that several different organisations make up the Criminal Justice System Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators. Identify how criminals exploit young people, including how young people are groomed by gangs to get involved with County Lines, how County Lines works and where you can get help if you think someone is involved. Describe how and why criminals launder money, who is most likely to get involved and the consequences. 	<ul style="list-style-type: none"> Explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be. Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms. Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. Correctly identify what to do to prevent revenge porn and explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims. 	<ul style="list-style-type: none"> Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same. Correctly identify the difference between sex and gender and what makes a person trans. Describe ways in which community cohesion can improve society and explain in more detail why community cohesion is so important and what the consequences can be without it Explain counter arguments against the main reasons why women are often treated differently to men or men are treated differently to women. Correctly identify all the different challenges a new parent faces.

	and positive alternatives for recreation.	body and both the long and short term consequences.		<ul style="list-style-type: none"> • Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war. • Identify examples of racism, explain some reasons why racism is wrong and explain whether certain cases are racist or not • Identify the differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal. 	<ul style="list-style-type: none"> • Identify what makes someone a positive or negative role model and explain, using key terminology in the correct context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people. 	Identify the different styles of parenting and how to change and bathe a new baby.
Year 11	Health and Well-being	Relationships	Health and Well-being 2	Living in the wider world		
Key Knowledge	<ul style="list-style-type: none"> • Explain how each of the topics we cover in PSHE this year will benefit us as successful, healthy and happy young adults. • Explain whether you think our unique identities are important and whether or not we should celebrate diversity. • Describe the different levels of privilege, how it affects you personally and why more people should learn about it. • Explain your own opinion on the debate surrounding body positivity and obesity, taking into consideration points from both sides of the argument. 	<ul style="list-style-type: none"> • Describe the consequences of body shaming, how it affects self-esteem and why people do this. • Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive • Identify cases where sexual boundaries have been crossed and a crime has been committed. • Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why • Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal. 	<ul style="list-style-type: none"> • Describe the procrastination cycle and how people can start to break it. Describe the benefits of mastering perseverance. • Describe in detail using statistics the benefits of quality sleep and the issues presented by sleep deprivation • Correctly identify why young people take excessive risks and how we can make better decisions. • identify the dangers of gambling and how they are everywhere in modern life. • Identify how we can take steps to manage our digital footprints, the types of content we 	<ul style="list-style-type: none"> • identify arguments for animals rights and minimising our consumption of meat. • identify and describe problems plastic pollution currently presents and how we can help waste minimalization • Identify the different forms of globalisation from case studies and the negative and positive aspects of globalisation. • Describe different British Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK. • Describe the meaning of right wing extremism, who the different right 		

	<ul style="list-style-type: none"> Describe in detail, in response to case studies, the different ways people in particular circumstances need to make changes to improve their reproductive health Correctly identify and describe the order of the CPR steps. Identify what a defibrillator is and how to use one. 	<ul style="list-style-type: none"> identify how we can help our friends and ourselves to mend a broken heart after a break-up. Describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low. 	<p>would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.</p> <ul style="list-style-type: none"> Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety. 	<p>wing groups are and what they stand for.</p> <ul style="list-style-type: none"> Describe the differences between the dark web and the visible web and how criminal activity is detected online. Identify different types of cybercrime scams and how you can identify phishing and other scam emails. 		
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Appendix 2: By the end of primary school pupils should know

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

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

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

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

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

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

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

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

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