



Impact Education Multi Academy Trust Relationship and Sex Education Policy

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Chair of Trust Board	Jo Kaye

Website:	
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Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

1. Aims

The aims of relationships and sex education (RSE) at our Academies 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

Primary Academies:

Primary Academies must provide relationships education to all pupils as per section 34 of the [Children and Social Work act 2017](#).

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

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

At Impact Education MAT primary Academies, we teach RSE as set out in this policy.

Secondary Academies:

Secondary Academies must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Impact Education MAT we teach RSE as set out in this policy.

All through Academies:

All through Academies must provide relationships education to all pupils as per section 34 of the [Children and Social Work act 2017](#) and as set out for Primaries and Secondaries above.

For further information, please refer to our funding agreement and articles of association.

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 academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents 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.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Each Academy 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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about the 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).

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

Primary Academies:

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.

Secondary Academies:

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 (including social media)
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

7. Roles and responsibilities

7.1 The Trust board

The Trust board will approve the RSE policy and hold the academy headteacher to account for its implementation.

7.2 The Headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents 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.

In each Trust academy, the headteacher is responsible for the teaching of RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Primary Academies:

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

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

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

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

Secondary Academies:

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

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

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

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

All through Academies:

Parents and Carers should follow the relevant sections from above with regard to withdrawal.

8. 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 academy, such as nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the headteacher of each Trust academy through:

- Planning scrutiny
- Learning walks
- Work scrutiny

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

This policy will be reviewed collectively by Impact Trust Headteachers annually. At every review, the policy will be approved by Impact Trust board.

Sign off	
Adopted by IMPACT Education Trust Board on:	September 2024
Chair of IMPACT Education Trust Board:	Jo Kaye
Next Review Date:	September 2025

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 3	<ul style="list-style-type: none">• Change including bereavement• Images in the media• Protecting personal information online• Different types of relationships• Healthy and unhealthy relationships (friendships)• Discrimination and its consequences• Understanding risk• Making informed choices• Resisting pressure	<ul style="list-style-type: none">• Explain some of the feelings someone might have when they lose something important to them• Recognise and describe appropriate behaviour online as well as offline• Identify when it is appropriate or inappropriate to allow someone into their body space• Recognise who they have positive healthy relationships with• Recognise that repeated name calling is a form of bullying
Year 4	<ul style="list-style-type: none">• Body changes in puberty• Conflicting emotions• Good and not so good feelings• Marriage and other relationships• Consequences of our actions• Recognise and challenge stereotypes• Pressures to behave in an unacceptable, unhealthy or risky way• Menstruation	<ul style="list-style-type: none">• Understand and explain why puberty happens• Suggest reasons why young people sometimes fall out with their parents• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony• Define what is meant by 'being responsible'• Understand and identify stereotypes, including those promoted in the media• Understand that for girls, periods are a normal part of puberty

Year 5	<ul style="list-style-type: none"> • Body changes and feelings during puberty • Changing feelings and the effect on those we live with • Unhealthy relationships • Risky behaviour • Using social media safely • Types of bullying including homophobic • Keeping personal information private online • 	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why • Recognise some of the feelings associated with feeling excluded or ‘left out’ • Identify what things make a relationship unhealthy • Explore and share their views about decision making when faced with a risky situation • Recognise that people aren’t always who they say they are online • Recognise that some people can get bullied because of the way they express their gender • Know how to protect personal information online •
Year 6	<ul style="list-style-type: none"> • Body image • Sharing images online • Forced marriage • Conception, reproduction & birth (statutory) 	<ul style="list-style-type: none"> • Recognise that photos can be changed to match society's view of perfect • Explore the risks of sharing photos and films of themselves with other people directly or online • Describe ways in which people show their commitment to each other • Sex Education (non- statutory) delivered by a SCARF educator- opt out for parents.

Changing Me Puzzle Map - Year 3



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint slides - Babies, Jigsaw Jino, 'Visiting mum and baby (if possible)' OR new baby pet pictures OR book: 'My New Baby' by Annie Kulet, Jigsaw Journals.
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet, 'Changing as I grow', Baby PowerPoint slides, Post-it notes, Flip chart paper, Book: 'My Baby Sister' by Emma Chester Clark, Jigsaw Jino, Magazines/catalogues showing things for babies, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides, Body Changes, My Life, My Changes sheet, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Inside Body Changes Assessment Opportunity ★	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings	Jigsaw Chime, 'Calm Me' script, Parent/Child cards, PowerPoint slides, Body Changes from Piece 3, PowerPoint slides: Changes on the inside, Animations: Male and Female Reproductive System, The Great Growing Up Adventure sheet, Jigsaw Jino, Jigsaw Jino's Private Post Box, for comments and questions, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Jigsaw Chime, 'Calm Me' script, Charades cards, Jigsaw Jino, Task card resource sheet, Flipchart paper, plain pillow cases, Fabric pens/paints, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Two visiting Year 4 pupils, Wooden blocks, Different coloured ribbon/cord/paper strips, Jigsaw Song sheet 'Changing as I grow', Jigsaw Journals.

Changing Me Puzzle Map - Year 4



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, My Parents and Me Puzzle templates, Jigsaw Journals.
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Jigsaw Chime, 'Calm Me' script, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animations: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, Jigsaw Jaz.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A bag of tricks - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, Animations: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz.
Understand and respect the changes that they see in other people	4. Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Cavan and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learn to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet 'Changing as I grow', Jigsaw Journals.

Changing Me Puzzle Map - Year 5



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self image and how my body image fits into that	I know how to develop my own self esteem	Jigsaw Chrome, 'Calm Me' script, Ball, Jigsaw Jez, Self-image cards, Image PowerPoint slide, Self-image picture frame card template, Jigsaw Journals
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Jigsaw Chrome, 'Calm Me' script, PowerPoint slides of male and female bodies, animation: The Female Reproductive System, Menstruation Card Match, Sets of a range of sanitary products, Bubbles with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Green Growing Up resource sheet, Menstruation/Women cards - one for each working group. It available some examples of published information leaflets about puberty, Jigsaw Jez's private conf box, Jigsaw Journals
Understand and respect the changes that they see in themselves	3. Puberty for boys Assessment Opportunity ★	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chrome, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (see per Year 4 Piece 2) Book or Puberty Quiz - either single sheets or cut up into sets of cards. Materials as necessary to produce a colourful information poster or PowerPoint presentation. If available: some examples of published information leaflets about puberty, Jigsaw Journals
Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships Cards, one per sex, Jigsaw Chrome, 'Calm Me' script, Having A Baby Diamond 9 cards, Animations: The Female Reproductive System and The Male Reproductive System, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort - statements, illustration cards, and explanation cards
Know who to ask for help if they are worried about change	5. Looking Ahead	I can identify what I am looking forward to about becoming a teenager and understand the things growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Jigsaw Chrome, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet 'Changing as I Grow', Birthdays cone and cards, Selection of age 13 leaflets cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals
Are looking forward to change	6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6	I can start to think about changes I will make when I am in Year 6 and know how to go about this	Jigsaw Chrome, 'Calm Me' script, Six writing train 6 puppets, Jigsaw Jez, Spring top template, Circle of orange template, Jigsaw Journals, Pal of buddies

Changing Me Puzzle Map - Year 6



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Jigsaw Chrome, 'Calm me' script, Jigsaw Song sheet, 'Changing as I grow', PowerPoint of celebrity images, 'Meat self' self templates, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional)
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chrome, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jez's Private Post Box
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chrome, 'Calm Me' script, Jigsaw Jez, Preferably two separate spaces for boys and girls to work separately. The questions submitted by the children at the end of the previous Pieces, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems
Understand and respect the changes that they see in other people	4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chrome, 'Calm Me' script, Jigsaw Jez, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chrome, 'Calm Me' script, Jigsaw Jez, Photo cards: Holding hands, Jigsaw Journals
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school	Jigsaw Chrome, 'Calm Me' script, Jigsaw Song sheet 'Changing as I grow', Jigsaw Jez, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens

Appendix 2: By the end of primary phase 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 the academy 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 the academy 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, the academy and/or other sources

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

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

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

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

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

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

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.