



Relationship and Sex Education Policy

Date policy last reviewed: March 2024

Date of next review: March 2025

Signed by:

A Martin Principal Date: March 2024

M O'Connell Chair of Governors Date: March 2024

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

“ We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man” 2 Corin 8 v21

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love” Ephesians 4v2

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3 v 8

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Introduction to the policy

The Sex Education Forum defines RSE as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It equips young people with the information, skills and positive values they need to have safe, fulfilling relationships, understand sexuality and to take responsibility for their sexual health and well-being.'

Sex education is part of the personal, social and health education (PSHE) curriculum in our academy. We teach this area within a framework of Christian values and with the Christian understanding that sex is a gift of God as part of creation. Whilst we use RSE to inform students about sex, we do this with regard to matters of morality and individual responsibility, and in a way that allows students to ask and explore moral questions. Sensitivity and respect should be shown to all students when teaching RSE and should be taught in a way to ensure that there is no stigmatization of students based on their home/personal circumstances or their own sexuality.

Our RSE policy has been written and based on the Department for Education's 'Relationships education, relationships and Sex Education (RSE) and health education' 2019 statutory guidance document.

This policy also takes into account Framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS) and is consistent with the Christian principles of the academy as determined by the Multi-Academy Trust of the Diocese of Southwell and Nottingham.

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

Teaching RSE will enable students to develop their understanding and ability to respect trust and support themselves and others. Building an understanding will help students deal with issues they may engage in with integrity and compassion

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

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 **Refer to your funding agreement and articles of association for more information.**

At Magnus Academy, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process now needs to go through 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 and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition and dealing with sensitive issues

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Difficult Questions & Sensitive Issues

Whilst we will provide opportunities for students to talk honestly and openly, at the same time we understand the need to respect the pace of students' maturation and therefore take this into account when dealing with particularly sensitive issues.

In the context of RSE, sensitive issues are dealt with by teachers in the form of whole class teaching, discussion and answering questions. The emphasis is on biological facts, with no judgment. However, where students ask questions that raise concern the teacher/staff member will pass information on to the student's Head of Key Stage and to the safeguarding leads via CPOMS.

Advice for teachers on particularly sensitive issues such as female circumcision can be found at: <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/pupilprotection>

Due to the nature of this content, staff are reminded that whilst teaching such sensitive topics, they may receive safeguarding disclosures and/or feel the need to complete referrals for support, all of which will be completed through CPOMS as per our safeguarding policy.

As underage sexual activity should always be seen as a possible indicator of Child Sexual Exploitation and safeguarding procedures will be followed if deemed necessary.

Confidentiality and Safeguarding Students Procedures

Teachers conduct sex education lessons in a sensitive manner and in confidence. Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

If the teacher has concerns, they will draw their concerns to the attention of the relevant Designated Person for Child Protection within the academy.

The Designated Person will then deal with the matter in consultation with the Senior Designated Person and relevant agencies, in line with our Safeguarding Policy.

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, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

6. Delivery of RSE

Christian Context

As a Christian academy, when teaching RSE we appreciate the following points:

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- RSE should be sensitive to the circumstances of all students and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief within the life and RE curricula.
- The sanctity of marriage is an important belief in Christian teaching and practice. Students should learn the significance of marriage and families as key building blocks of community and society.
- RSE is part of a wider social, personal, spiritual and moral education process.
- Students should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Students should be made aware of God's forgiveness and that there is always a way back to Him.

➤ RSE-related topics will be delivered as part of the weekly PSHE programme as well as part of ACE Week where students will be taught in single gender classes when appropriate.

➤ Students will be taught in groups determined by ability and settings across the school. Students with SEN will be taught in smaller groups and receive support as per their IEP.

➤ Aspects of sex education will be delivered in the same format as mentioned above.

➤ 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) o During our ACE Week we aim to tackle each topic across the different year groups in an ageappropriate manner. For example, our year 7 students will start their RSE education at Magnus by learning about healthy relationships, and it not until later years that they are introduced to topics such as pornography.

- The content covered during ACE week is delivered by a mixture of teachers, senior leaders and outside professionals. All resources used have been selected and developed by a PSHE specialist and all teaching staff receive training on the delivery of RSE prior to delivering content to students.
- After ACE week student voice is completed to evaluate the impact of each session and aid in the design of the PSHE curriculum.

Science

- KS3 students are taught about puberty, male and female reproductive organs, sex cells, the act of sex, fertilisation and pregnancy.
- GCSE students then cover each of the areas above in far greater detail. Considering also the role of hormones in reproduction, contraception and fertility.

RE

- KS4 RE students learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They also learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: (see appendix 4)

➤ Families

➤ Respectful relationships, including friendships

➤ Online and media

➤ Being safe

➤ Intimate and sexual relationships, including sexual health

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 students will relate to them;
- Is sensitive to all students' experiences; ➤

During lessons, makes students feel:

- Safe and supported
- Able to engage with the key messages.

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting; Single gender groups; 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: o Are aligned with the teaching requirements set out in the statutory RSE guidance; o Would support students in applying their knowledge in different contexts and settings; o Are age-appropriate, given the age, developmental stage and background of our students; o Are evidence-based and contain robust facts and statistics; o Fit into our curriculum plan; o Are from credible sources; o Are compatible with effective teaching approaches; o Are sensitive to students' experiences and won't provoke distress.

7. Use of external organisations and materials

Where external organisations (or materials produced by these organisations) are used to teach part of the curriculum:

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 students. 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 students' 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.

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 approve the RSE policy, and hold the principal to account for its implementation.

8.2 The principal It is the responsibility of the principal to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The principal liaises with external agencies regarding the academy sex education programme, and ensures that all adults who work with students on these issues are aware of the academy policy, and that they work within this framework.

The principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy

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 students;
- Responding appropriately to students whose parents wish them to be withdrawn from the [nonstatutory/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 principal.

Staff will receive CPD for delivering RSE to students at Magnus Academy

John Trevatt (Head of PSHE) is responsible for the curriculum mapping of RSE across the academy. Staff assigned to deliver PSHE as part of their timetable are responsible for the planning and delivery of RSE.

8.4 Students

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

9. Parents and carers

The academy is well aware that the primary role in students' RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of students at our academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Hold an annual Parental Consultation where we discuss issues and worries from the local context and how they can fit into the RSE and wider PSHE curriculum at Magnus. Resources will also be shared and discussed with the parents/carers who attend.
- Inform parents/carers about the academy's relationship and sex education policy and practice;
- Answer any questions that parents may have about the relationship and sex education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for relationship and sex education in the academy;
- Inform parents/carers about the teaching about relationship and sex education in the academy so that the parents and academy can work together to support the pupil with regard to relationship and sex education. We believe that, through this mutual exchange of knowledge and information, students will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal. A discussion with the principal will follow to ensure clarity. The academy always complies with the wishes of parents/carers in this regard.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action. We will support this decision and provide support by offering access to our resources should the parent/carer wish to use these at home to discuss relationship and sex education with their child.

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Jon Wynn (Assistant Principal) and John Trevatt (Head of PSHE) through:

Quality assurance of teaching and learning via learning walks and work scrutiny which occur as part of the school calendar. QA of ACE week and student voice also used.

The governing body monitors our RSE policy on a regular basis. The governing body gives serious consideration to any comments from parents about RSE and makes a record of all such comments.

Governors require the principal to keep a written record, giving details of the context and delivery of the RSE programme that we teach in our academy. Governors should scrutinise materials to check that they are in accordance with the academy's ethos.

In addition, teachers will critically reflect on their work in delivering RSE through our quality assurance procedures. Students will have opportunities to review and reflect on their learning at appropriate times and have access to additional support, if required. Student voice will be influential in adapting and amending planned learning activities to ensure they remain effective.

The RSE Policy has clear links with other academy policies aimed at promoting students' spiritual, moral, social and cultural development, including the:

Anti –Bullying Policy

Behaviour Policy

Safeguarding /Pupil Protection Policy

Student Acceptable and Responsible Use of Internet Policy

Special Educational Needs Policy

Documents that have informed the academy's RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance RSE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Relationships Education, Relationship and Sex Education (RSE) and Health Education: Statutory Guidance (2019) This policy will be reviewed by Jon Wynn and John Trevatt annually. At every review, the policy will be approved by the governing board and the principal.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	HT6	Health and Wellbeing: Puberty, Personal hygiene, menstruation and FGM, Assertiveness, consent and hormones, self-esteem, Consent and Boundaries.	
Year 7	HT3	Relationships Managing Friendships & Relationships, Being positive & Self Esteem Peer Pressure and Influence	
Year 8	HT6	Relationships and Sex Education: Sexual Orientation, What is Gender Identity, Dealing with Conflict, Healthy Respectful Relationships, What is Love? Introduction to Contraception Periods and Menstrual Cycle	
Year 9	HT3	Health and Wellbeing: Healthy Body, Healthy Mind, Body image, Mental Health and Wellbeing, Lifestyle balance.	
Year 9	HT6	Relationships and Sex Education: FGM and the Law, Sexual consent & Law, Pleasure and Masturbation, Delaying Sexual Activity, Why have Sex? Relationships and partners What are STI's? Attitudes to pornography.	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	HT6	Relationships and Sex Education: FGM, Sexting, Online Pornography, Domestic Abuse and Domestic Violence Sexualisation of the media Unhealthy Relationships, Sexual Assault and Rape Porn and its impact on Society - Lesson 2	
Year 11	HT3	Relationship and Sex Education: Peer on Peer Abuse Fertility - what impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception Respect Love and Relationships Revisiting STI's	

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

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

TOPIC	STUDENTS 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	STUDENTS 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

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	

Appendix 4:

Families

Students should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as: 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 (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Students should know:

- 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, for example 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

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- Female genital mutilation (FGM)