



**Hayes School  
(Part of the Impact Multi Academy Trust)**

**Policy Document**

Policy Name: Relationship, Sex and Health Education Policy

Date of Last Review: Autumn 2025

Date of Next Review: Autumn 2026

SLT Responsible: Headteacher & Assistant Headteacher

Other staff:

## Contents

1. Aims.....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE.....	3
7. Use of external organisations and materials .....	6
8. Roles and responsibilities .....	7
9. Parents' right to withdraw .....	8
10. Training .....	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map .....	9
Appendix 2: By the end of secondary school pupils should know .....	17
Appendix 3: Parent form: withdrawal from sex education within RSE .....	21

---

### 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 a secondary school, we must provide RSE to all pupils under the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our 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 Hayes School, we teach RSE and Health Education as part of our ACTIVE and Personal Development curriculum as set out in this policy

### **3. Policy development**

This policy has been developed in consultation with staff, students 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 virtual meeting about the policy and its implementation (sharing examples of resources)
4. Student 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.

Health Education involves teaching students about physical health and mental wellbeing, providing them with the information that they need to make good decisions about their own health and wellbeing.

### **5. Curriculum**

Our RSE curriculum is set out on our website, 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.

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

### **6. Delivery of RSE**

RSE and Health Education are taught within the personal, social, health and economic education curriculum, which is our ACTIVE Curriculum at Hayes School. Some biological aspects of RSE are taught within the science curriculum, and some other aspects are included in religious education (/RPE) and ICT curricula. Aspects of the health curriculum may be delivered within the Science and Physical Education curricula. Some elements are delivered through main assemblies and the tutorial programme.

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

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

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

Health Education focuses on giving young people the information they need to make good decisions about their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE and Health Education curriculum topics, see Appendix 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).

The compulsory subject content is designed to be age appropriate and developmentally appropriate. It is taught with sensitivity and inclusively, with respect to the backgrounds and beliefs of students and parents/carers while always with the aim of providing students with the knowledge they need of the law.

The overall approach to teaching about sexual matters will be to present facts in an objective, balanced and sensitive manner, and at the same time generate a classroom atmosphere within which students can ask questions and discuss sexual matters without embarrassment, guilt or anxiety. Within RSE lessons the methodology applied will vary from teacher-led instruction to

student-led small group discussion. It is standard practice in PSHE lessons for students to take an active part in the learning process by leading discussions and challenging each other's ideas.

Various resources are used to support the teaching of RSE, including visits from qualified health professionals and the use of carefully selected videos. The images used in videos relating to human reproduction and contraception are almost entirely in diagrammatic form and occasionally contain a degree of explicit material [e.g. how to correctly put on a condom]. This method of presentation frequently enables sensitive issues to be approached with accuracy and clarity. Students with SEND will have the same access to the RSE curriculum as all students. During RSE lessons teachers will ensure that material is appropriately differentiated so all pupils can make progress. To further support the students with more complex SEND, regular social skills clubs, run by trained support staff, provide a safe and differentiated environment where students can develop further understanding and discuss the topics raised in the RSE curriculum.

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

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE and health Education 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. Staff will receive relevant training on the delivery of sensitive RSE topics and are invited to seek support from their AchievementCo-ordinator or SLT lead if further support or guidance is needed.

In addition to teachers of Science and Religious Education, form tutors (and other assigned members of staff) are responsible for delivering the RSE and Health Education curriculum in line with the ACTIVE provision map. There will be bespoke, small group, supported provision in the delivery of certain aspects of RSE and Health Education to students with SEN. Achievement Co-ordinators oversee the tutors/teachers in each year group, checking that the curriculum is being implemented and supporting where necessary. The Assistant Headteacher responsible for Personal development plans and organises the RSE/Health Education curriculum, making resources available to staff.

## **8.4 Students**

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

## **9. Parents and Carers**

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. A CPD Padlet is maintained and updated for teachers to support with delivery, updating knowledge and content advice.

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 Assistant Headteacher responsible for Personal Development through: learning walks, book looks, review of self assessments and student and staff feedback

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

This policy will be reviewed by the Assistant Headteacher responsible for Personal Development annually. At every review, the policy will be approved by the Local Governing Body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

---

Year Group	Curriculum sub-category	Lesson	Learning objective
7 ACTIVE	Transition to secondary school	Starting in secondary school	To learn about transition to secondary school and adapting to new environments.
7 ACTIVE	Transition to secondary school	Becoming independent at school	To explore ways to become more independent at school in a successful way.
7 ACTIVE	Transition to secondary school	Becoming independent outside of school	To explore ways to become more independent outside of school in a safe way.
7 ACTIVE	Making healthy choices	Making healthy choices - personal hygiene	To learn how to make healthy and informed decisions about maintaining hygiene and dental health
7 ACTIVE	Personal safety and first aid	Introduction to First Aid	To understand how and when to contact the emergency services and what to do until they arrive.
7 ACTIVE	Personal safety and first aid	Introduction to Fire Safety	To know what steps to take in the event of a fire
7 ACTIVE	Personal safety and first aid	Personal safety in everyday life	To understand personal safety in increasingly independent contexts, including navigating traffic and dangerous situations.
7 ACTIVE	Making healthy choices	Making healthy choices - eating and sleep	To learn how to have a balanced diet and quality sleep.
7 ACTIVE	Making choices with friends and online	Evaluating influences	To learn how to manage external influences and be responsible for our own decisions
7 ACTIVE	Body image	Body Image and self care	To learn about different influences on body image and how we can practice self care.
7 ACTIVE	Puberty	Bodily Changes Through Puberty	To understand how our bodies and emotions change during puberty.
7 ACTIVE	Knowing your body	Knowing Your Body - reproductive systems	To learn how to identify the body parts related to sexual reproduction and understand their function.
7 ACTIVE	Knowing your body	Developing sexuality	To understand what happens to our bodies during sexual arousal and how this links to puberty

7 ACTIVE	Dental Health	Maintaining dental health*	
7 ACTIVE	Sleep	Healthier sleep habits	
7 ACTIVE	Online Safety/awareness	Exploring Cybercrime 1*	
7 ACTIVE	Online Safety/awareness	Exploring Cybercrime 2*	
7 ACTIVE	Online Safety/awareness	What is AI?*	
7ACTIVE+	Transition to secondary school	Making new friends	To learn about embracing differences and supporting others
7ACTIVE+	Transition to secondary school	Respectful behaviours	To learn how to treat others with respect and kindness.
7ACTIVE+	Transition to secondary school	Healthy phone use and communication online	To learn to communicate and use phones in a healthy and kind manner.
7ACTIVE+	Exploring identities and similarities	Exploring Identities and similarities	To learn about identity and how people express their personal identity.
7ACTIVE+	Exploring identities and differences	Exploring identities and differences	To develop an awareness of stereotyping, prejudice and discrimination and ways to challenge
7ACTIVE+	Appreciating Diversity	What is a community?	To learn about how belonging to a community contributes to your well-being.
7ACTIVE+	Identifying and challenging bullying	Identifying and understanding bullying	To learn about how to identify and understand bullying to support yourself and others
7ACTIVE+	Identifying and challenging bullying	Challenging bullying - the bystander effect	To learn about how to challenge bullying and avoid the bystander effect
7ACTIVE+	Enjoying our time online	The opportunities of the internet	To learn about the positive aspects of social media and the online space.
7ACTIVE+	Money and Aspirations	Ambitions and goals	Knowledge Being open to opportunities and having goals helps us to be successful.
7ACTIVE+	Money and Aspirations	Developing our strengths and interests	Knowledge All of our brains work differently, giving us a variety of talents and values.

7ACTIVE+	Money and Aspirations	Taking control of our learning	Knowledge We can get better at anything, if we find a way to learn about it that suits us.
7ACTIVE+	Body image	Body Image and self care	To learn about different influences on body image and how we can practice self care.
7ACTIVE+	Dental Health	Maintaining dental health*	
7ACTIVE+	Sleep	Healthier sleep habits	
8 ACTIVE	Family relationships	Introduction to relationships	To understand what makes up a healthy relationship and how you can build trust
8 ACTIVE	Family relationships	Introduction to family relationships	To understand what it means to be "family" and to learn about the diversity present in families within society.
8 ACTIVE	Family relationships	Maintaining healthy family relationships	To understand how and why conflict arises between family members and to develop strategies for navigating such conflicts.
8 ACTIVE	Relationships Healthy and Unhealthy Relationships	Healthy friendships	To understand what constitutes a healthy friendship and develop strategies for resolving conflict.
8 ACTIVE	Healthy and Unhealthy Relationships	Romantic relationships	To understand that romantic relationships are different dependent on the individual.
8 ACTIVE	Money and Aspirations	Budgeting for teenagers	Knowledge We need to be smart with money to get the things we want the most.
8 ACTIVE	Money and Aspirations	Keeping our money safe: avoiding scams and manipulation	Knowledge People will try to manipulate us in legal and illegal ways in order to get money from us.
8 ACTIVE	Money and Aspirations	Preparing for the world of work	Knowledge To succeed at work, we need certain skills, including people skills and a healthy attitude.
8 ACTIVE	Online safety/awareness	Revealing reality 1*	
8 ACTIVE	Online safety/awareness	Revealing reality 2*	
8 ACTIVE	Online safety/awareness	Not just flirting (nude image sharing)*	

8 ACTIVE	Privacy and consent Moved from year 7	Privacy and Consent	To understand consent, boundaries and privacy and apply this to real-life scenarios.
8 ACTIVE	Intimate relationships	Physical intimacy	To learn strategies for understanding readiness for physical intimacy and develop a sense of sexual boundaries
8 ACTIVE	Boundaries and consent including sexting	Unhealthy relationships, boundaries and consent	To identify whether behaviours in relationships are unhealthy and to develop strategies for communicating boundaries and consent.
8 ACTIVE	Boundaries and consent including sexting	Relationships and intimacy online	To understand the benefits and risks of using online methods of communication within a relationship.
8 ACTIVE	Contraception	Introduction to contraception	To understand the responsibilities surrounding contraception and how to effectively use contraception when having intercourse.
8ACTIVE+	Knowing your rights	Know your rights	To understand the importance of human rights and how they are applied to children
8ACTIVE+	Online wellbeing	Online wellbeing - Fake news and echo chambers	To understand how to identify unreliable media sources and the risks involved in echo chambers
8ACTIVE+	Online wellbeing	Online wellbeing - Online safety, grooming and self-esteem	LO: To understand how to protect yourself against unwanted online content and grooming
8ACTIVE+	Media influence on body image	Media influence on body image	To understand the influence of the media on body image and learn healthy coping strategies
8ACTIVE+	Link between physical health and mental wellbeing	Wellbeing - physical and mental wellbeing	To understand the link between physical and mental health and strategies to improve both
8ACTIVE+	Attitudes to mental health	Attitudes to mental health - Recognising and dealing with emotions	To learn about how to manage our own mental health
8ACTIVE+	Alcohol and drug misuse	Alcohol and smoking/vaping	To understand the risks of alcohol, cigarettes and vapes and the UK laws surrounding them
8ACTIVE+	Alcohol and drug misuse	Drug (mis)use	To understand the risks of drugs, the UK laws surrounding them and how to develop a healthy relationships with substances
8ACTIVE+	Media influence on body image	Media influence - Influencers, gender and pornography	To understand the influence of the media in values, attitudes and behaviour
8ACTIVE+	Online Safety/awareness	CyberFirst 1 Protecting personal info online*	

8ACTIVE+	Online Safety/awareness	Cyber first 2 managing devices and accounts*	
8ACTIVE+	Online Safety/awareness	CyberFirst 3 IDing scams and sources of support*	
8ACTIVE+	Exploring identities and belonging	Peer pressure, exploitation and knife crime	To understand the influence that peer pressure can have on an individual's behaviour.
8ACTIVE+	Exploring identities critically	Forms of discrimination and allyship	To learn about different forms of discrimination and how to become an ally
8ACTIVE+	Appreciating Diversity	Discrimination and prejudice	To understand what discrimination is and how we can support those who experience it
8ACTIVE+	Appreciating Diversity	Understanding racism	To learn about the history of racism and how it impacts the present
8ACTIVE+	Appreciating Diversity	Anti-Racism	To learn about systemic racism and how to begin to challenge it through activism.
9 ACTIVE	Transition to Key Stage 4	Dealing with change in life	To learn how to manage changes and loss in life and to support others
9 ACTIVE	Transition to Key Stage 4	Basics of mental health	To learn about common mental health concerns and how to identify them
9 ACTIVE	Transition to Key Stage 4	Managing mental health including self-harm	To understand what self-harm is and how we can manage our mental health in healthier ways
9 ACTIVE	Personal safety and first aid	Personal safety - Drugs and drug related emergencies	To understand the risks behind drugs and how to deal with emergencies related to drugs.
9 ACTIVE	Personal safety and first aid	Personal safety - Alcohol and alcohol related emergencies	To understand the risks behind alcohol and how to deal with emergencies related to this.
9 ACTIVE	Personal safety and first aid	Online safety- scams and gambling	To understand the risks of gambling and online fraud and know how to access support for both
9 ACTIVE	Cultivating a positive relationship with body	Cultivating a positive relationship with your body	To understand the link between sleep and mood and develop strategies to support both.

9 ACTIVE	Body image	Body Image 1 - Depictions of relationships and sexuality	To understand how body image, relationships and sexuality are portrayed in the media
9 ACTIVE	Puberty and hormones	Body changes through puberty	To understand the changes we go through during puberty
9 ACTIVE	Developing sexuality and readiness for sex	Developing sexuality and readiness for sex	To understand the difference between sexuality and sexual desire and how this can change over time
9 ACTIVE	Developing sexuality and readiness for sex	Contraceptive Methods	To learn about a range of contraceptive methods and be confident about discussing them
9 ACTIVE	Privacy and consent	Consent - Part 1	To understand what consent is, the law around consent and how to be confident in gaining consent.
9 ACTIVE	Privacy and consent	Consent - Part 2	To understand myths and misconceptions around consent and know how to give consent confidently.
9 ACTIVE	Sexual health and STIs	Sexual Health and STIs	To know what STIs are including the symptoms, how they are transmitted and how you can protect against them
9 ACTIVE	The power of the internet	Using the internet to improve the world.	To recall examples of people who have used the internet to create positive movements for change, at the local and international level.
9 ACTIVE	The power of the internet	Resisting online influence	To learn strategies to avoid being exploited online, by manipulation and misinformation.
10 ACTIVE	Conversations about mental health	Conversations about mental health	To examine attitudes to mental health and learn how to support others and ourselves
10 ACTIVE	Wellbeing Mental wellbeing	Balancing the pressures of modern life	To learn how to decide which things in their lives to prioritise.
10 ACTIVE	Alcohol and drug misuse	How to stop smoking and vaping	To understand the harms around smoking and vaping and identify ways to avoid addiction to nicotine.
10 ACTIVE	Online relationships and social media	Healthy online relationships	To learn how to have positive and safe online relationships.
10 ACTIVE	Online relationships and social media	Sexual behaviour online	To learn about healthy and unhealthy sexual online behaviour, including the role of bystanders and online and offline cultures.

10 ACTIVE	Alcohol and drug misuse	Sharing content, protecting reputations	To learn that sharing content online can create opportunities as well as risks and that their online reputation could significantly impact their chances of success.
10 ACTIVE	Online relationships and social media	The influence of social media	To learn about the influence of social media on our opinions.
10 ACTIVE	Online relationships and social media	How our data is shared and used to target us	To learn how data is collected and what power we have to control this,
10 ACTIVE	Personal safety and first aid	First Aid - CPR, AEDs, wounds and choking	To learn crucial emergency first aid skills and to understand how to assess situations to determine if they are emergencies and how to contact the appropriate services.
10 ACTIVE	Healthy family functioning	Family relationships and value conflicts	To understand where family conflict can arise and how compromise can play an integral role in resolution.
10 ACTIVE	Respectful Relationships	Communication and vulnerability in relationships	To understand the importance of effective communication of expectation and vulnerability within a relationship.
10 ACTIVE	Abusive relationships	Abusive relationships	To understand what constitutes abuse within a relationship and how to notice the signs that someone is being abused.
10 ACTIVE	Abusive relationships	Sexual Violence	To understand what constitutes sexual violence and the impact it can have on victims.
10 ACTIVE	Abusive relationships	Sexual Violence - Gender Stereotypes	To understand the role that gender stereotypes play in sexual violence.
10 ACTIVE	Making sexual choices and pregnancy	Expectations around sex and intimacy	To identify expectations around sex and respond healthily to the cultural and interpersonal pressures connected to physical intimacy.
10 ACTIVE	Making sexual choices and pregnancy	Understanding intimacy: respect, consent, and emotional wellbeing	To understand that sex should always be pleasurable and enjoyable for everyone involved.
11 ACTIVE	Transition to more responsibility	Adulting, self worth and celebrating successes	Understand the challenges and opportunities that come with transitioning to adulthood, and to develop strategies for building self-worth through reflection and reframing experiences.
11 ACTIVE	Connecting with body and emotions mindfully	Connecting with yourself mindfully - Stress	To understand the nature, causes, and effects of stress, and to explore effective stress management strategies, including the role of social media and sleep habits.

11 ACTIVE	Connecting with body and emotions mindfully	Connecting with yourself mindfully - Self-Concept and motivation	To empower Year 11 students with the knowledge and skills to cultivate a healthy self-concept and enhance self-efficacy through motivation, perseverance, and resilience.
11 ACTIVE	Body Image in media	Body image in media - pornography	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders
11 ACTIVE	Body Image dangers	Body Image Dangers	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders
11 ACTIVE	Consent	The importance of safety and pleasure during sex	To learn how to have safe and pleasurable sex in all contexts.
11 ACTIVE	Sexual health and STIs	Sexual Health: STIs and symptoms	To learn about STI symptoms and how we can protect against them
11 ACTIVE	Sexual health and STIs	Sexual Health: STIs, testing and protection	To understand how to get tested and protect against STIs

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>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</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>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)</li> <li>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</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>The facts about the full range of contraceptive choices, efficacy and options available</li> <li>The facts around pregnancy including miscarriage</li> <li>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)</li> <li>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</li> <li>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**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	