ALDRIDGE EDUCATION

Relationships, Sex and Health Education and PSHE Policy

Document Control Table	
Version no:	**V1**
Date of last revision:	**August 2024**
Approval Required By: (Adoption and full 5 Year Review)	**Education Standards Committee**
Date approved:	**8th October 2024**
Policy owner:	**Head of Enterprise & Personal Development**
Frequency of revision:	**1 Year**
Next review date:	**October 2025**
Revision approval required by:	**Education Standards Committee**
Policy family:	**Education**
Policy status:	**Approved**

Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	✓
Agency Staff	Other	a	a
✓	✓		

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

Consultation (Complete as appropriate in line with master policy document)			
With	Reason for Consultation	Final Consultation Date	Version No

Version History (please note below if a policy has been replaced)					
Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date

Contents

1. Aims 6
2. Statutory requirements and guidance 6
3. Policy development 7
4. Definition 7
5. Curriculum 7
6 Delivery of PSHE and RSHE (secondary) / RHE (primary) 8
   6.1 How we teach it 9
   6.2 Inclusion 12
   6.3 Use of resources 12
7. Use of external organisations and materials 12
8. Roles and responsibilities 13
   8.1 The Board of Trustees 13
   8.2 The Local Governing Committee 13
   8.3 The Principal and other key staff 13
   8.4 Staff 14
   8.5 Pupils 14
9. Parents' right to withdraw 14
10. Staff Training & CPD 15
11. Links with other Policies and Procedures 15
12. Monitoring arrangements 15
13. Appendices:
   Appendix 1 – Curriculum map 16
   Appendix 2 – What students should know 17
   Appendix 3 - Parent withdrawal form for sex education within RSHE 23
   Appendix 4 - PSHE curriculum map 24
   Appendix 5 - RSE and Health Content within the PSHE curriculum 24

ALDRIDGE EDUCATION

1. Aims

The aims of RSHE (Secondary) at our academy 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

The aims of personal, social, health and economic (PSHE) education in our academy are to:

UTC Warrington's PHSE programme is designed to help students gain practical knowledge, confidence and key life skills that go beyond exams. Through PHSE lessons, young people learn how to stay healthy and safe, make informed decisions about relationships and wellbeing, manage money and understand their rights and responsibilities in society — all skills that are essential for adulthood and the world of work. This supportive curriculum encourages resilience, communication, respect and self-awareness, helping students to thrive personally and professionally and make positive contributions to their communities.

2. Statutory requirements and guidance

As a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

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

At UTC Warrington we teach RSHE (Secondary) as set out in this policy.

This policy also takes account of the government guidance below:

- Latest version of Keeping Children Safe in Education
- Latest version of Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE Statutory Guidance
- Ofsted Education Inspection framework: Personal Development

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. This is referred to within:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education*education-rse-and-health-education*

The latest version of Keeping Children Safe in Education
Working Together to Safeguard Children 2018 (updated 2020)

Education (Independent School Standards) Regulations 2014

The Equality Act 2010

The latest version of Careers Guidance and Access for Education and Training Providers

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance (see above)
- We must teach health education under the same statutory guidance (see above)
- This policy works in close association with our Relationships, Sex and Health Education Policy

This policy also complies with the terms of our funding agreement.

3. Policy development

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

1. Review – a 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/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 RSHE (Secondary)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

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.

RSHE (Secondary) involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

"PSHE education is a school subject through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged." PSHE Association 2019

The PSHE curriculum ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

5. Curriculum

RSHE / RHE

Our RSHE (Secondary) 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, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. Aldridge Education trust has created a KS3-KS5 curriculum for Academies to use, that meets all statutory and curriculum requirements. 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.

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

PSHE

The academy follows the Journey of Life PSHE scheme of work and adapts content and/or sequencing where required to meet students' needs to ensure local context is provided.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each KS4 and KS5.

6. Delivery of RSHE (secondary) & PSHE

6.1 How we teach it

RSHE / RHE

- Relationships, Sex and Health Education (RSHE) is delivered as a planned, developmental programme that is embedded within our wider Personal, Social and Health Education (PSHE) curriculum. RSHE supports pupils to develop the knowledge, skills and attributes they need to manage their lives now and in the future, promoting wellbeing, resilience, and healthy relationships.

• *Delivery of RSHE within the Curriculum*

- RSHE is taught through a combination of discrete PSHE lessons, tutor time activities, themed drop-down days, and cross-curricular links where appropriate. The curriculum is sequenced to ensure that content is age-appropriate, builds progressively on prior knowledge, and reflects the statutory guidance.
- Key topics covered include:
- Healthy and respectful relationships
- Online safety and digital relationships
- Mental health and emotional wellbeing
- Physical health, including puberty and hygiene
- Sex education, including consent, contraception, and sexually transmitted infections (STIs)
- Lessons are designed to be interactive and inclusive, using a variety of teaching strategies such as discussion, scenario-based learning, and reflection activities. Ground rules are established to ensure a safe and respectful learning environment.

• *Meeting the Needs of All Pupils*

- We are committed to ensuring that RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted to meet diverse learning needs through:
- Differentiated resources and activities
- Use of visual aids, structured support, and clear language
- Opportunities for small-group or individual support where appropriate
- Close collaboration with the SENDCo and pastoral staff
- Content is delivered sensitively, taking into account pupils' maturity, background, and personal circumstances. We also recognise the importance of inclusivity and ensure that teaching reflects a diverse range of relationships, identities, and experiences.

- ***Sex Education Provision***

- As a secondary academy, we provide comprehensive sex education as part of our RSHE programme. This is delivered in a staged and age-appropriate way across key stages:
- **Key Stage 4:** More detailed exploration of sexual health, including contraception, STIs, consent, and healthy sexual relationships
- Sex education is taught primarily within PSHE lessons, with biological aspects also covered in science. Content is carefully planned to ensure it is appropriate, informative, and respectful, enabling pupils to make informed and responsible decisions.
- Parents and carers are informed about the content of the RSHE curriculum and have the right to withdraw their child from the non-statutory components of sex education, in line with statutory guidance.
-

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

RSHE 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 RSHE curriculum, see Appendices 1 and 2.

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

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

PSHE

Curriculum Structure and Timetabling

PSHE is delivered regularly and consistently across all key stages to ensure progression and continuity of learning:

- **Key Stage 4:** One timetabled lesson weekly, supplemented by tutor time and themed days
- **Key Stage 5:** A planned programme delivered through tutor time, enrichment sessions, and drop-down days

In addition to discrete lessons, elements of the PSHE curriculum are integrated into the wider academy offer, including:

- Tutor time activities
- Whole-academy assemblies
- Themed awareness weeks (e.g. mental health, anti-bullying, careers)

- Cross-curricular links

Enrichment and Trips

Where appropriate, PSHE is enhanced through external visits and trips. These may include:

- Careers and post-16/18 destination events
- Health and wellbeing workshops
- Community-based activities that promote personal development and citizenship

Staffing and External Contributions

PSHE is primarily delivered by trained teaching staff, including form tutors and designated PSHE specialists. All staff receive appropriate training and ongoing professional development to ensure confident and accurate delivery of the curriculum.

External agencies and visitors may be invited to deliver specific aspects of the programme, such as:

- Health professionals (e.g. school nurses)
- Accredited organisations specialising in areas such as online safety, relationships, or substance misuse
- Careers advisors and local employers

All external contributions are carefully vetted to ensure they align with the academy's values, safeguarding procedures, and curriculum intent.

Inclusion and Accessibility

We are committed to ensuring that all pupils can access and benefit from the PSHE curriculum, regardless of ability, need, or background. This is achieved through:

- Differentiated teaching strategies and adaptive resources
- Use of visual, auditory, and kinaesthetic approaches
- Scaffolded learning and clear, structured content
- Targeted support for pupils with SEND, in collaboration with the SENDCo

Content is delivered in a way that is inclusive, respectful, and reflective of the diverse backgrounds and experiences of our pupils.

Supporting Pupils Who Miss Learning

We recognise the importance of continuity in PSHE education, particularly for pupils who are absent or persistently absent. To support this:

- Staff provide opportunities for catch-up, including tutor support or adapted materials
- Pastoral teams monitor attendance and ensure vulnerable pupils are supported to access key content

Managing Sensitive and Controversial Topics

PSHE often explores sensitive or controversial issues. Staff are trained to:

- Facilitate balanced, respectful discussions

- Establish clear ground rules to create a safe learning environment
- Present factual, age-appropriate information without bias

Teachers are expected to maintain professional neutrality and must not allow personal beliefs or attitudes to influence teaching. Where difficult questions arise, staff respond appropriately, signposting where necessary and following safeguarding procedures.

Staff Support and Professional Conduct

Teachers are supported to deliver PSHE confidently through:

- Regular training and access to high-quality resources
- Clear guidance on handling sensitive topics
- Opportunities to seek advice from senior leaders or PSHE leads

If a member of staff feels unable to deliver a particular topic, they are expected to raise this with the relevant line manager so that appropriate arrangements can be made, ensuring that pupils' entitlement to the curriculum is not compromised.

Teaching Methods and Resources

A range of engaging and evidence-informed teaching methods are used, including:

- Discussion and debate
- Scenario-based and problem-solving activities
- Role play and case studies
- Multimedia resources and real-life contexts

Resources are carefully selected to ensure they are accurate, inclusive, and age-appropriate.

Assessment, Monitoring and Quality Assurance

Assessment in PSHE focuses on understanding, reflection, and personal development rather than formal testing. Methods include:

- Baseline and end-point assessments
- Pupil self-assessment and reflection
- Teacher observation and feedback

The effectiveness of the PSHE programme is monitored through:

- Student voice (surveys, focus groups)
- Lesson observations and learning walks

Quality assurance processes are in place to ensure consistency and high standards of teaching across all key stages. Findings are used to inform ongoing curriculum development and staff training.

Reporting to Parents and Carers

Progress in PSHE is communicated to parents and carers through:

- Written reports, which may include comments on engagement and personal development

- Discussions at parent evenings
- Information shared through the academy website and newsletters

Parents and carers are kept informed about curriculum content and are encouraged to support learning at home.

6.2 Inclusion

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' lived 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
- Use External professional or organisations

- Give careful consideration to the level of differentiation needed

6.3 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 intentionally provoke upset or 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 and religious impartiality.

The academy 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 RSHE (Secondary) and PSHE 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
Any other Government Guidance

- 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
- Provide guidance on who and how to respond to student questions?
- Ask to see in advance any materials that the agency may use in advance of the session
- 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 and ensure compliance with Trust GDPR policy and processes?
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that there is a member of staff ~~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 Board of Trustees

The Board of Trustees will approve the RSHE (Secondary) & PSHE policy and hold the CEO to account for its implementation.

8.2 The Local Governing Committee

The local governing committee will monitor and moderate the implementation of this policy.

8.3 The Principal & other key staff

The Principal is responsible for ensuring that RSHE & PSHE is planned and taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

The PSHE lead, the DSL and the SENDCO have input into the planning and teaching and the PSHE Lead is responsible for:

- Conducting in-depth analysis of the PSHE schemes that are available and using/and/or adapting the highest quality resources, understanding local context and needs of the students/academy. The curriculum needs to be progressive for students as they move through the Academy.
- Developing and/or adapting materials to support the delivery of PSHE and ensure all teachers within the Academy have access in a timely manner. This should include detailed subject knowledge and guidance on how to deliver lessons and topics.

- To have completed a full PSHE audit (using trust template) to ensure all National Curriculum and statutory requirements are met. Any gaps must be identified and reflected in a revised curriculum map to ensure minimum standards.
- To ensure all PSHE teachers have access to regular co-planning sessions and any training requirements (both formal and informal) are identified and met within a timely manner. This may be delivered within the Academy, or through Trust wide events or suitable and accredited third party organisations.
- All PSHE lessons are regularly quality assured to identify areas of improvement in quality of teaching and/or resources being used. This process should be consistent, tracked and where appropriate, staff supported through coaching if/when required.
- Ensuring all students have access to and complete assessments to ensure PSHE is understood by students in all key stages.
- PSHE Leads should work alongside the Academy DSL and Estates team to review data that could reflect student behaviour and culture and ensure opportunities to reteach topics to improve behaviour and culture are implemented.
- Ensuring the effective monitoring and evaluation of all PSHE education provision within the school's curriculum, including a minimum of student voice being conducted once per term.

8.4 Staff

Staff are responsible for:

- Delivering RSHE & PSHE in a sensitive way
- Modelling positive attitudes to RSHE &PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with their PSHE Lead and/or the Principal.

PAT tutors are responsible for teaching RSHE and PSHE at UTC Warrington.

8.5 Pupils

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

9. Parents' right to withdraw

All curriculum materials should be able to be viewed by parents if requested. Parents and carers have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. Academies should inform students when they have the legal right to access RSE should their parents have previously withdrawn. 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 Principal.

Academies will identify which parts of their curriculum are considered sex education, and pupils will be withdrawn from only these lessons

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.

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

10. Training

Staff are trained on the delivery of RSHE & PSHE as part of their induction and it is included in our continuing professional development (CPD) calendar.

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

Regular measures need to be put in place to identify CPD requirements for RSE Teaching staff and ensuring those needs are met in a timely manner.

11. Links with other Policies and Procedures

- Child Protection and Safeguarding Policy
- Equality Statement and Objectives
- SEND Policy
- Curriculum Policy
- Behaviour Policy and Anti Bullying Policy
- E-Safety Policy
- Curriculum
- Careers Education and Guidance Policy
- Assessment Policy

12. Monitoring arrangements

The delivery of RSHE & PSHE is monitored by the Personal Development Lead, Rebecca Quick through:

Monitoring lessons through planning scrutinies, learning walks and recording end of term assessments.

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

The localisation of this policy will be reviewed by Paul Rigby annually. The localised information in this policy and its implementation will be monitored by the Local Governing Committee annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

---

https://s3.us-east-1.amazonaws.com/product-content.podia.com/gpemkt5e0mn4ea204esp9xshuoor?response-content-disposition=inline%3B%20filename%3D%22YJoL%20-%20KS4%20%20PSHE%20Scheme%20of%20Work.pdf%22%3B%20filename%2A%3DUTF-8%27%27YJoL%2520-%2520KS4%2520%2520PSHE%2520Scheme%2520of%2520Work.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAS4DOQ376LOGFEVUO%2F20260323%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20260323T202243Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=1cd37a6c3b50f9f2f9b46147f92b2fd8d1d98c207a1b7d9e462350e548ba0a41

https://s3.us-east-1.amazonaws.com/product-content.podia.com/f4yjhz5om5c0zhjp9hwe7262k9vs?response-content-disposition=inline%3B%20filename%3D%22YJoL%20-%20KS5%20PSHE%20Scheme%20of%20Work.pdf%22%3B%20filename%2A%3DUTF-8%27%27YJoL%2520-%2520KS5%2520PSHE%2520Scheme%2520of%2520Work.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAS4DOQ376LOGFEVUO%2F20260323%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20260323T202505Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=bfef96dce7ecb59b30e241fb4ea3d35a4ccb8b9920c954dcf35e550a721ff196

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

Topic	Pupils should know
Families	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	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

Topic	Pupils should know
	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	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	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	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 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.