



# **RSE Policy (to be read alongside the PSHEE Policy) Whole School including EYFS**

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**Independent Day School**

**Our Lady of Sion School**

Last Reviewed: March 2025

Frequency of Review: Annually

Next Review Due: March 2026

## Introduction

At Our Lady of Sion School, we aim to educate the whole child and to ensure all children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

Relationships Education, Relationships and Sex Education (RSE) and Health Education is a fundamental part of our PSHEE curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care, in keeping with the ethos of Sion education across the globe.

## What is Relationships and Sex Education?

Relationships and Sex Education relates to learning about physical, moral and emotional development, understanding the importance of family life as well as of stable and loving relationships, and promoting British values such as tolerance.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and supports young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

RSE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens but also the responsibility that this brings.

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as help to identify child protection issues in young children.

Relationships education is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching.

Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

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.

## Aims and Objectives

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education including its content, progression and delivery, and that the pupils receive their educational entitlement.

It is our intention that all children have the opportunity to experience a bespoke and relevant programme of Relationships and Sex Education at a level which is appropriate for their age, cognitive and physical development with differentiated provision as required.

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims:

- To provide the knowledge and information to which all pupils are entitled;

- To help pupils recognise, understand and build healthy relationships, including self- respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- To ensure pupils learn about how relationships may affect health and wellbeing, including mental health;
- To provide the confidence for pupils to be active participating members of society and to value themselves and others;
- To prepare pupils for puberty and encourage them to take responsibility for their own actions;
- To equip pupils with the knowledge and understanding of how to respect and care for their bodies;
- To enable pupils to develop the skills and understanding needed to make healthy, responsible choices about their health and wellbeing including personal hygiene;
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances;
- To promote pupil understanding of reproduction and sexual development;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- To give pupils information on where individuals and families can get help and support;
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs;
- To ensure that pupils (age-appropriate) have a strong and authentic understanding of the concepts of respect and consent;
- To ensure that young people are aware of the NSPCC helpline, Report Abuse in Education, (launched on 1 April 2021).

Our ethos encourages dialogue. We strongly believe that the young people in our care should be afforded opportunities to discuss matters relating to RSE and in line with age-appropriate expectations. Sion Education encourages inclusivity and understanding and therefore we shall ensure that young people are able to learn about all types of relationships including those relating to:

- Families;
- Friendships;
- Intimate and sexual relationships;
- We also want to ensure that the young people in our care have the opportunity to learn about (and discuss) what constitutes a respectful relationship (including friendships), how to stay safe online and when using social media, remaining safe in relationships and sexual health.

## Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

This policy was developed in response to:

- Statutory guidance on RSE and health education;
- Keeping children safe in education: for schools and colleges;
- Behaviour and discipline in schools: guidance for Headteachers and staff;
- Equality Act 2010: advice for schools;
- Special educational needs and disability code of practice: 0 to 25 years;
- Alternative provision;
- Mental health and behaviour in schools;
- Preventing and tackling bullying;
- Cyber bullying: advice for Headteachers and school staff;
- Advice for parents and carers on cyber bullying;
- Sexual violence and sexual harassment between children in schools and colleges;
- Promoting fundamental British values as part of SMSC in schools;
- National Citizen Service: guidance for schools and colleges.

We are acutely aware of what has been raised through the “Everyone’s Invited” movement and as a school we dedicate our attention and labour to ensuring that the young people of Our Lady of Sion School receive RSE that keeps them safe now and throughout their lives.

We want to remain mindful of these words from Sir Peter Wanless (NSPCC CEO):

“The testimonies being shared through Everyone’s Invited are extremely upsetting and underline the urgent need to tackle abuse in education.

This is a watershed moment thanks to those who have found the courage to speak out, which is why we have been commissioned by the DfE to set up a helpline for children, parents and professionals to seek expert, sensitive advice and safely report abuse.

At least a third of sexual offences against children are committed by other young people and that must be addressed. All children should be able to grow up in a safe community that is free from sexual violence where their rights are respected.

Creating a culture that fosters healthy relationships and challenges harassment and abuse is integral to this. With the right support for teachers, compulsory relationships and sex education has a pivotal role to play in achieving this. But this issue goes beyond schools and we all have a role to play in keeping children safe.”

## Links with other policies

This policy should be read in conjunction with the following School policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy

Relationships and Sex Education is the multi layered acquisition of skills, knowledge and understanding of ourselves, our bodies and our relationships.

It is taught using content and materials that consider the developmental, cognitive and chronological age of the pupils.

Our Lady of Sion School delivers the RSE offer as informed by statutory content set out in the RSE and Health Education Guidance 2019 (refer to Appendix 1 and Appendix 2). However, although we are wanting to remain in line with this guidance, we will be responding to students' questions/concerns and also significant concerns/issues being raised locally and nationally regarding RSE and keeping safe.

Effective teaching will ensure that core knowledge is broken down into purposeful schemes of work and lesson plans. This will enable teachers to ensure that content is communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Our PSHEE curriculum is shown on our Learning Platform and parents are sent a link for review. We may need to adapt this when necessary, so that we can respond to current needs. Our PSHEE curriculum includes our RSE focus. Where there is a categorical RSE focus, it is highlighted in the scheme of work for parents. We also hold additional lesson information on our Personal Development pages (on the Learning Platform) and Personal Development teacher (Rachel Ghinn) offers regular updates to parents around curriculum focus and responses to student requests for learning.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing young people for the changes that adolescence brings;
- How a baby is conceived and born.

For more information about our curriculum, see our PSHEE schemes of Work on the Learning Platform. Statutory content set out in the RSE and Health Education Guidance 2019 is covered within these schemes of work and expected areas of coverage are provided in Annex 1 and 2 of this document.

## Delivering RSE at Our Lady of Sion School

We teach Relationships and Sex Education in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community.

Whilst Relationships and Sex Education in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in school.

Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input or in the context of Personal Development Day activities. RSE is set in the

context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

RSE also sits within the context of the School's broader philosophy and approach to developing pupils socially, morally, spiritually and culturally and its pastoral care system.

Relationship and Sex education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded.

To support the delivery of RSE related outcomes, a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material in the internet and visits.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are working with children.

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).

#### **At Primary Level:**

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

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

For more information about our RSE curriculum, see Schemes of Work on the Reach More Parents hub site.

#### **At Secondary Level:**

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

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,

LGBTQ+ 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).

### **Answering difficult questions**

If a pupil asks a difficult question during a whole or small group class session, staff will be expected to answer honestly and factually.

Where possible, pupils will be encouraged to use the What Matters Anonymous online “button”.

Pupils’ questions will be answered according to their maturity and understanding with support from parents.

Teachers will focus heavily on the importance of healthy relationships.

Questions answered need to follow school policy.

### **Terminology**

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

## **Assessment of RSE**

### **What is the point of RSE?**

It is to:

- work with young people to help them to consider, prepare, navigate through, question, become informed, dispel myths, etc.
- have time with our students – find out what bothers them/worries them?
- find out what they know about relationships and sex and how to stay safe online and in life in general.
- provide a warm, trusted platform for questions to be asked – so that they can become more informed about what it means to be human – and a good and safe one at that.

### **With all of this in mind, what is the purpose of assessment in RSE?**

- As teachers and leaders of the school, we want to know that what we are providing is fit for purpose.
- This is a key element of the assessment.
- Remember that in the June review (Ofsted), we are told that “children and young people were rarely positive about the RSHE they had received.....too little, too late and that the curriculum is not equipping them with the information and advice they needed to navigate the reality of their lives.”

### **This is where the assessment of RSE comes to life:**

- Continuous assessment through questions within discussion – “Do you have a greater understanding now...?” Is there still an area within this topic that seems confusing/do you need more information? How has your understanding changed through this lesson/discussion/debate? Does any of this concern or worry you – do we need to go back over anything?
- End of Topic review sheets – these can be carried out in the PSHEE/RSE lesson:

As part of our drive to ensure that we have the RIGHT CULTURE here and are providing opportunities for our young people to share WHAT MATTERS, the Senior Leader (Pastoral Care and Safeguarding) will meet with the PSHEE/RSE Teachers – for a meeting (Half-termly/termly) to ask about common questions coming from children/students.

What are they wanting to know more about? Where has there been some misunderstanding? What knowledge seems to be embedded and understood?

When we then send out academic reports, there is a generic PSHEE/RSE report that states what has been covered in lessons.

Individual teachers send out a half-termly update to parents so that they remain informed about what is being discussed in school. This provides constant consultation with parents and encourages ongoing communication between home and school around the pertinent issues being explored in class.

Through the student-assessment reflection, young people share information with their teacher. This reflection information cites the areas that young people are asking us to revisit or provide further support/advice/information.

This then informs our planning and curriculum design.

It also informs our ongoing wellbeing support of children.

It also provides parents/families with excellent information around what is known, what is unknown and what needs further discussion and visitation (Home/School partnership).

## **Areas of Responsibility**

**The Governors** will approve the RSE policy and hold the Headteacher to account for its implementation.

**The Headteacher** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils when this is requested by parents.

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are timetabled in a way to ensure that the school fulfils its legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
- The school works with parents when planning and delivering RSE to pupils;
- Clear information is provided to parents/carers on subject content and progression, and the right to request that their child is withdrawn.
- Staff are trained on the delivery of RSE as part of their continuing professional development calendar.
- Where appropriate, visitors from outside the school, such as school nurses or sexual health professionals, are invited to provide support and training to staff teaching RSE.

**Teaching Staff** will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear and embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;

- The teaching of RSE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

The staff teaching RSE will change over time, however the Headteacher will initially select staff who he believes hold the appropriate skills to deliver RSE with sensitivity and outstanding teaching ability.

*We are acutely aware of what has been raised through the “Everyone’s Invited” movement and, as a school, we dedicate our attention and labour to ensuring that the young people of Our Lady of Sion School receive RSE that keeps them safe now and throughout their lives. ALL staff members need to remain mindful of what has been raised across the nation (by young people) and ensure that our culture actively promotes healthy relationships that are founded on respect and kindness at all times.*

## Parents

The school is well aware that the primary role in children’s Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective all parents will be:

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education;
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education;
- Able to discuss any questions or curriculum queries directly with the school. Parents as well as any relevant stakeholders should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE.

## Parental Right to Withdraw

Parents/carers have the right to withdraw their children from some or all elements of the Sex education delivered as part of the RSE which do not form part of the National Curriculum up to and until three terms before the age of 16.

Any parent wishing to withdraw their child from the RSE curriculum and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Headteacher.

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

If queries are not resolved they may be referred to the Local Authority and Governor Support Service for final decision.

Where a pupil is withdrawn from Sex Education, the class teacher will ensure that the pupil receives alternative appropriate and purposeful education which may include the child working on an alternative chosen project. If the request for withdrawal is granted and supervision cannot be arranged, parents may be asked to come into school and supervise their child on an alternative project.

**There is no right to withdraw from Relationships Education or Health Education.**

A withdrawal Request form is given in **Appendix 3**.

### **Working with Visiting Speakers**

Our Lady of Sion School is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with our young people. Where we do invite in external agencies, the credentials of the visiting organisations or parties will be checked – in compliance with our visiting speaker policy.

Our Lady of Sion School will also ensure that the teaching delivered by the visitor fits within the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age and developmentally appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session. This will usually be checked by the Headteacher and/or Deputy Head and the DSL may also be consulted. We will ensure that the visitor is aware of aspects of confidentiality and understands how to respond to any safeguarding reports/disclosures/concerns.

### **Monitoring and Evaluating the Policy:**

The delivery of RSE across the whole school is monitored by the Senior Leadership Team through:

- Curriculum review and scrutiny
- Lesson observations
- Review of lesson plans
- Discussions with young people
- Drop-in visits to lessons
- Discussions with parents/carers

SLT and Governors will ensure that staff and parents are informed about the content, progression and delivery of the curriculum through relevant Policy information on the school website.

**Approved by Board of Governors March 2025**

TOPIC	Appendix 1: By the end of primary school PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	Appendix 1: By the end of primary school PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	Appendix 2: By the end of secondary school 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 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>
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	Appendix 2: By the end of secondary school 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	Appendix 2: By the end of secondary school 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 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			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
Agreed actions from discussion with parents			