

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



Overley Hall
School

Approved by: Support & Scrutiny Board,

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Introduction.


All learners are entitled to Relationships and Sex Education. This entitlement is enshrined in the UN Convention on the Rights of the Child which determines that all young people have the same right to enjoy their sexuality within the highest attainable standard of health, free from coercion and violence, and to access quality sexual education and sexual health services.

Relationship Education in Primary Schools (our Key stage 2) and Relationships and Sex Education (RSE) (for the rest of our learners) became compulsory in England in September 2020. The statutory Government guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' *Last updated 13 September 2021* states that 'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND'.

Overley Hall School provides for up to 24 learners between the ages of 8 and 19. All of our learners have complex learning needs (SEN). At Overley Hall our school Aims and Ethos all guide us to be preparing our learners for: adulthood, developing respect for themselves and others. Our Relationships Education and RSE policy follows this view. All content is sensitive, presented in an age-appropriate way taking into account the developmental level of the learner and tailored to the needs of each individual.

Aims

Overley Hall Schools' Relationships Education and RSE policy aims to:

-  Set out how the school will support and make provision for our learners to access and learn from an appropriate Relationships Education in Key Stage 2 and a Relationships and Sex Education (RSE) in Key stages 3 and 4.

- 🌸 Explain the roles and responsibilities of everyone involved in providing and delivering to our learners a structured Relationships Education and Relationships and Sex Education.
- 🌸 Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 🌸 Help learners develop feelings of self-respect, self-esteem, confidence and empathy
- 🌸 Help learners to develop an understanding of different relationships and how to keep themselves safe by asking for help as and when needed
- 🌸 Provide a framework in which sensitive discussions can take place
- 🌸 Create a positive culture around issues of sexuality and relationships
- 🌸 Teach learners the correct vocabulary to describe themselves and their bodies

Legislation

As an independent special school, we must provide relationships education to all learners as per section 34 of the [Children and Social work act 2017](#).

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

Relationships Education, Relationships and Sex Education (RSE) and Health Education' Last updated 13 September 2021 has helped form this policy

The UN Convention on the Rights of the Child (UNCRC) (1989)

At Overley Hall School we teach RSE as in this policy.

Policy development

This policy has been developed by:

Reviewing – a staff RSE Focus group was convened to create a curriculum mapping document and policy for RSE, the group pulled together all relevant information including relevant national and local guidance

Staff consultations – all school staff were given the opportunity to look at the policy and make recommendations

Parents will be consulted at the beginning of each RSE sex education element of learning and will have access to the whole RSE curriculum via the school website.

Ratification – once amendments were made, the policy was shared with the Support and Scrutiny board and ratified.

Definition

RSE is about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE should help learners to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. The curriculum teaches our learners about relationships (between friends, family, peers, other adults, committed relationships and those online), sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationship education will put into place the building blocks for positive and safe relationships.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education aims to give learners the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when problems arise.





Curriculum

Our curriculum is described in Appendix 1. This curriculum may be adapted to meet the individual needs of a learner e.g. if a teaching opportunity arises such as discussion around a new baby in the family.

RSE is taught within the RSE curriculum and will also cover elements of the person, social, health and economic (PSHE) education curriculum. We are using the scheme developed by the PSHE Association to develop a curriculum which is appropriate for our learners.

Our curriculum is built upon a spiral curriculum, which means that learners will revisit many of the outcomes in more detail as the years go by. It allows the learners to access the lessons we feel are appropriate for them at a particular age. Care is taken to present information impartially, in a factual way, with the aim of reassuring learners and addressing misconceptions in a sensitive and respectful manner.

The RSE Curriculum covers:

-  Self-Awareness
-  Self-Care, Support and Safety
-  Managing Feelings
-  Changing and Growing
-  Healthy Lifestyles
-  The World I Live in

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings.

Teachers / Tutors lead sex education lessons in a sensitive manner, and in confidence. However, if a learner makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and discuss with a DSL. Teachers/ Tutors will respond in a similar way if a learner indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform a DSL. Any concerns will be handled sensitively by the schools DSL's in consultation with health care professionals (please see our child protection and safeguarding policy for more details) Learners are made aware of this when ground rules are set at the start of the lessons.

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

Delivery of RSE

Our school aims to create an atmosphere in which learners are able to develop and learn confidently. We promote safe and healthy lifestyles. Effective RSE needs to be taught in an





atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

It is essential that lessons are sensitive to a range of views but we must ensure that learners always have access to the learning they need to stay safe, healthy and understand their rights as individuals.


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






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

 Families and people who care for me

-  Caring friendships
-  Respectful relationships
-  Online relationships
-  Being safe

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

 At secondary school age, RSE focuses on giving learners 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.

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).

We will also be mindful of the law and legal requirements, 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.



Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of learners will relate to them





Is sensitive to all learners' experiences

During lessons, makes learners feel:

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

We will also:









Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:

-  A whole-class setting
-  Small groups or targeted sessions
-  2-to-1 discussions
-  Digital formats

Give careful consideration to the level of differentiation needed

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 learners in applying their knowledge in different contexts and settings
-  Are age-appropriate, given the age, developmental stage and background of our learners
-  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 learners' experiences and won't provoke distress

Roles and responsibilities

The support and scrutiny board









The support and scrutiny board will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

-  Delivering RSE in a sensitive way
-  Modelling positive attitudes to RSE
-  Monitoring progress
-  Responding to the needs of individual learners
-  Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory 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 head teacher.
-  Lorna Deakin (Learning Coordinator) and Mandy Peever (Pastoral coordinator) will work with the head teacher to ensure the Curriculum Mapping and CPG Assessment sheets are kept relevant and up to date with current legislation.
-  All Teachers are responsible for the planning and delivery of the core elements of RSE directly and through cross curricular learning.

Learners

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

Parents' right to withdraw

The policy is available in school for all parents to inspect and details of the policy are published on the School website, so that parents of potential learners are fully aware of the school's policy in this matter.

Key Stage 2 (Primary age):

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

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

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

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

Key stage 3 to 5 (Secondary school age):

Parents have the right to withdraw their children from the non-statutory 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 head teacher.

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

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

Parents should be aware that learners cannot be withdrawn from those parts included in the statutory National Curriculum Science lessons or any part of Relationships Education as this forms part of the statutory National Curriculum since September 2020.

Parents will be offered support to avoid this or alternatively given guidance to assist parents to teach their own young people.






Training

Staff are trained on the delivery of RSE as part of their continuing professional development calendar.

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

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through, monitoring arrangements, such as:

-  planning scrutiny
-  learning walks
-  lesson evaluations
-  moderation of work
-  CPG assessment and progression.

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

This policy will be reviewed by Lorna Deakin (learning Coordinator and Mandy Peever (Pastoral coordinator) annually. At every review, the policy will be approved by the Support and Scrutiny Board/Head teacher.

Curriculum Maps

RSE Mapping

White	Yellow	Purple	Blue
<p align="center">Self –Awareness</p> <p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond with curiosity to stimuli about our family.</p> <p>Respond with curiosity to stimuli about what anger is.</p> <p>Respond to stimuli about what feeling upset means.</p> <p>Respond to stimuli about different feelings we or others may experience.</p> <p>Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>Respond with curiosity to modelling of good listening.</p> <p>Respond to taking turns as modelled by both adults and peers.</p> <p>Key Stage 3 – 5:</p> <p>Respond to stimuli about what we are good at and/or enjoy.</p> <p>Respond to stimuli about what we enjoy learning about in school.</p> <p>Respond to stimuli about people who are different to us in different ways.</p> <p>Respond to stimuli which depict kindness and unkindness.</p> <p>Respond to stimulus of sensory experiences.</p> <p align="center">Self-care, support and safety</p> <p>Respond to stimuli about the people who look after us and keep us safe</p> <p>Respond to stimuli about keeping physically safe.</p>	<p align="center">Self-Awareness</p> <p>Explore ourselves — recognising that there is self and there are others.</p> <p>Respond to basic emotions.</p> <p>Express positive and negative emotions through facial expressions and vocalisation.</p> <p>Participate in turn taking activities in a small group.</p> <p>Identify people who are important to us.</p> <p>Recognise what is meant by 'family'.</p> <p>Key Stage 3 – 5:</p> <p>Point to own target following an adult model</p> <p align="center">Self-care, Support and safety</p> <p>Identify people who look after us and help us to take care of ourselves.</p> <p>Engage in activities exploring simple ways we can help keep ourselves physically safe in school.</p> <p>Explore different ways that we use to communicate.</p> <p>Identify and recognise some personal belongings.</p> <p>Engage in activities to develop the awareness of differences within our bodies.</p> <p>Engage in activities to learn about maintaining dignity through keeping ourselves private (i.e. shut the toilet door).</p> <p>Engage in physical activities/role play to complete simple hygiene routines i.e. wash hands, brush teeth.</p>	<p align="center">Self-Awareness</p> <p>Identify when people are being kind or unkind — either to us or to others.</p> <p>Participate in role play of how our feelings can be hurt.</p> <p>Participate in activities that demonstrate how things make us feel happy, sad or tired.</p> <p>Demonstrate the ability to listen to others.</p> <p>Identify some actions/behaviours that show respect to others.</p> <p>Demonstrate ways of playing and working cooperatively.</p> <p>Identify what makes our family, friends, teachers, carers important to us and who makes up our wider family.</p> <p>Key Stage 3 – 5:</p> <p>Recognise own targets.</p> <p>Explore different ways we learn.</p> <p align="center">Self-care, Support and safety</p> <p>Recognise things we would call 'personal' and things we would call 'private'.</p> <p>Explore some of the ways in which we may be cared for by our families, friends and other adults.</p> <p>Recognise some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).</p> <p>Explore simple reasons why it is important to help keep ourselves physically safe.</p> <p>Expresses through different means that they need help to complete a task.</p> <p>Expresses through different means that they</p>	<p align="center">Self-Awareness</p> <p>Identify things we are good at (strengths/talents).</p> <p>Recognise that being unique means we might like and be good at different things from other people.</p> <p>Recognise simple strategies we can use to help us be organised in our learning.</p> <p>Demonstrate ways of sharing opinions, thoughts and ideas and working collaboratively.</p> <p>Identify reasons why it may be upsetting for others if we don't wait for our turn.</p> <p>Identify some of the qualities our important people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p> <p>Identify whom to tell if you need help.</p> <p>Explain how other people may feel differently to us about the same situation and offer some examples.</p> <p>Identify how to treat ourselves and others with respect.</p> <p>Explore why name calling/teasing can hurt people and is unkind.</p> <p>Key Stage 3 – 5:</p> <p>Recognise that everyone is unique and special and no one should be treated unfairly.</p> <p>Identify the different ways we learn and how we can be organised in our learning</p> <p>Identify some examples of different forms of prejudice and discrimination we may have seen/heard (e.g. based on religion, gender, age, race, disability, sexual orientation).</p>

<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>Respond to stimuli about what we mean by keeping a secret and what we mean by surprise.</p> <p>Respond with curiosity to adult modelling of different ways that people communicate with each other.</p> <p>Respond to stimuli about things that belong to us.</p> <p>Responds to stimuli by what is meant by the word private.</p> <p>Respond to stimuli about things we might do with other people and things we would do on our own.</p> <p>Key Stage 3 – 5:</p> <p>Respond to stimuli about feeling frightened or worried</p> <p>Respond with curiosity to adult modelling of different ways that people communicate with each other</p> <p>Respond to adult modelling about ways to indicate to others that we need help.</p> <p>Respond to stimuli about things that belong to us.</p> <p>Respond to stimuli about what it means to feel unwell.</p> <p>Changing and growing</p> <p>Respond with curiosity to prompting about babies, what they look like, how they behave, about how we have changed since we were a baby.</p> <p>Respond with curiosity to adult prompting of</p>	<p>Changing and growing</p> <p>Explores some of the differences between a baby, child and adult.</p> <p>Experiences correct vocabulary for some of the main body parts, including genitalia.</p> <p>Engages in life cycles of animals.</p> <p>Explore how adults help us with daily care, play, or to show affection.</p> <p>Explores different relationships i.e. friends, family and teachers/carers.</p> <p>Identify the people who make up our family.</p> <p>Explore different types of family.</p> <p>Explore different forms of physical activity and exercise.</p> <p>Healthy Lifestyles</p> <p>Identify foods we like and dislike.</p> <p>Participate in simple daily care and hygiene routines</p> <p>Explore simple safety rules/routines i.e. hot/cold.</p> <p>Explores staying safe in the sun through accepting sun lotion, hats, and sunglasses being applied.</p> <p>Experience role play of being hurt, unwell, and uncomfortable or in pain and what can be done to help this.</p> <p>Match symbols for poorly and tired.</p> <p>Key Stage 3 – 5:</p> <p>The world I live in</p> <p>Match simple differences and similarities between people</p> <p>Explore some different jobs that people we know do and match the person to their Job</p>	<p>may need help with a problem/unwell.</p> <p>Engage in activities to explore how important it is to tell or show someone if we are worried, afraid or sad.</p> <p>Explore places that are public and places that are private.</p> <p>Changing and growing</p> <p>Recognise correct vocabulary for main body parts, including genitalia.</p> <p>Recognise the differences between male and female.</p> <p>Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</p> <p>Recognise who we can talk to about growing and changing.</p> <p>Recognise some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</p> <p>Recognise that our bodies belong to us and we have the right to feel safe.</p> <p>Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>Recognise occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> <p>Recognise other families in school and care may be different from their family.</p> <p>Key Stage 3 – 5:</p> <p>Explore different ways to give permission or refuse (consent).</p>	<p>Explore how what others say and think about us can positively or negatively affect the way we feel.</p> <p>Self-care, Support and safety</p> <p>Identify things we can do to look after ourselves.</p> <p>Identify things we can do to stay healthy.</p> <p>Identify things we need adult help with.</p> <p>Identify a feeling associated with not feeling safe (e.g. worried, scared, and frightened).</p> <p>Be able to give a reason why they might feel unsafe i.e. worried, scared or frightened.</p> <p>Identify trusted adults who can help us if we feel this worried, scared or frightened.</p> <p>Recognise the difference between something that is private and something that is public.</p> <p>Demonstrate ways of making it clear to others when we need help.</p> <p>Describe some simple rules for keeping safe near water, railways, roads and fire.</p> <p>Demonstrate some simple first aid procedures (cuts, nose bleeds, recovery position etc...).</p> <p>Recognise that we do not have to trust someone just because they say we should.</p> <p>Explore the difference between a 'surprise' and a 'secret'.</p> <p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise (i.e. birthday party).</p> <p>Introduce that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Identify what is meant by personal space.</p> <p>Explore the fact that there may be people online</p>
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<p>the names of body parts and the changes of puberty.</p> <p>Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>Respond to adult modelling, visual stimuli of how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.</p> <p>Respond to stimuli about some of the different kinds of relationships that re within families.</p> <p>Key Stage 3 – 5:</p> <p>Respond with curiosity to stimuli about the ways in which we change as we get older.</p> <p>Respond to stimuli about different kinds of friendship.</p> <p>Respond to stimuli about romantic relationships.</p> <p>Respond to stimuli about different types of families and different kinds of relationships in families.</p> <p>Respond to stimuli about parenthood.</p> <p style="text-align: center;">Healthy Lifestyles</p> <p>Respond to different stimuli about what it means to be healthy.</p> <p>Respond with curiosity modelling/sensory stimuli about ways we take care of our bodies.</p> <p>Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</p> <p>Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p> <p>Key Stage 3 – 5:</p> <p>Respond to stimuli showing different aspects</p>	<p>using real Photos.</p> <p>Explore simple examples of things we are allowed/not allowed to do in school (rules).</p> <p>Identify simple ways in which we may take care of people and/or animals.</p> <p>Identify some different groups that we may belong to (e.g. family, school, clubs, faith).</p> <p>Explore money (e.g. coins and notes) and what it is used for.</p> <p>Identify items in shops that are sold for money (including online).</p>	<p style="text-align: center;">Healthy Lifestyles</p> <p>Identify different healthy foods.</p> <p>Participate in physical activities.</p> <p>Explore how physical activities make us feel.</p> <p>Identify ways of staying safe in the sun.</p> <p>Explore items that make us feel better i.e. medication, plasters.</p> <p>Engage in role play activities to explore what goes on our body and what goes in our body i.e. medication, injections, plasters, cream etc...</p> <p>Explore the importance of sleep for our bodies.</p> <p style="text-align: center;">The world I live in</p> <p>Identify things that all people have in common.</p> <p>Explore some differences and similarities between people in terms of ethnicity, culture, religious, Identity etc. (protected characteristics in the Equality Act 2010).</p> <p>Explore some of the ways in which different adults who work in school contribute to school life.</p> <p>Identify how rules help us; rules we have in the classroom and at home.</p> <p>Give reasons why it is important to take care of people, animals and all living things.</p> <p>Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/train).</p> <p>Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p> <p>Describe some different ways of keeping money safe.</p>	<p>who do not have our best interests at heart.</p> <p>Demonstrate what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).</p> <p>Explore the wider circle of friends and what information you might share with friends, teachers, family and medical professionals.</p> <p>Explore the wider circle of friends and what information you should not share with friends, teachers, family and medical professionals.</p> <p>Key Stage 3 – 5:</p> <p style="text-align: center;">Changing and growing</p> <p>Name correct vocabulary for main body parts, including genitalia.</p> <p>Identify some of the physical changes that occur as we grow up e.g. body height, menstruation and body hair.</p> <p>Identify some of the new opportunities we have experienced as we have grown older.</p> <p>Exploring what is acceptable and unacceptable, comfortable, uncomfortable, necessary and unnecessary physical contact.</p> <p>Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p> <p>Give examples of different types of relationships and some of the ways in which we may be cared for by our family, friends and other adults who care for us.</p> <p>Identify trusted adults and whom we can talk to about relationships.</p> <p>Explore that two people who love and care for one another can be in a romantic relationship that is different from a friendship.</p> <p>Identify what having or being a friend means and some of the key features of positive</p>
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of a healthy lifestyle.

Respond to stimuli about things we like to do that make us feel calm and relaxed.

Respond to stimuli about different types of exercise.

Respond to stimuli about different kinds of food and drink.

Respond to stimuli showing different images of young people.

Respond to stimuli about different health professionals and how they take care of us (DR's, nurses)

Respond to stimuli about how to take care of our body.

The world I live in

Respond to stimuli with awareness and curiosity about the physical differences between people.

Respond to stimuli about the different jobs adults in school do.

Respond to stimuli or adult modelling about the things we are allowed to do in school.

Respond to stimuli with about taking care our body.

Respond to stimuli about different kinds of physical activity and exercise.

Respond to stimuli about different kinds of food and drink.

Respond to stimuli showing different images of young people.

Respond to stimuli about different health professionals (dress, nurses) and how they take care of us.

Key Stage 3 – 5:

friendships/relationships and how they make us feel.

Identify instances in or out of school when we might need to seek permission or receive consent.

Healthy Lifestyles

Identify what foods are healthy and unhealthy.

Identify the importance of personal hygiene.

Identify different ways to be physically healthy.

Explore the importance of sleep.

Identify some symptoms of what you may feel like when you are unwell.

Recognise that people sometimes need to take medicines in different forms including, tablet, injection and inhaler.

Explore why we should not take another person's medicines.

The world I live in

Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.

Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.

Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.

Identify particular rules in school that help to keep us safe and how they do this.

Describe our own home and explain how we and family members may take care of it.

Describe how being part of a group makes us feel.

<p>Respond with interest to stimuli about the ways in which people can be the same and also different.</p> <p>Respond with interest to stimuli about rules and routines there are in school.</p> <p>Respond with curiosity/stimuli to online advertising.</p> <p>Respond with curiosity to stimuli about the natural environment.</p> <p>Respond to stimuli about adult life.</p> <p>Respond to stimuli about the different jobs adults do in school.</p> <p>Respond with curiosity to adult modelling of the uses of money.</p>			<p>Identify specific things we take part in as a member of these groups.</p> <p>Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</p> <p>Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.</p> <p>Identify why some ways of keeping money safe might be better than others.</p>
<p>Greater Depth</p>	<p>Greater Depth</p>	<p>Greater Depth</p>	<p>Greater Depth</p>
<p>To indicate a basic emotion through sign, symbol or word.</p> <p>Begin to indicate like and dislike through sign, symbol or word.</p> <p>Fleetingly participates in a motivational listening activity.</p>	<p>Can access a Talking Mat to identify likes and dislikes with heavy support.</p> <p>Make a consistent choice from a selection of two with support.</p> <p>Follows a Now and Next with support.</p>	<p>Can access a Debrief level 1 with support.</p> <p>Begins to use Talking Mats in different contexts with motivating themes.</p> <p>Begins to use the Zones of Regulation with support.</p> <p>Begins to independently request daily needs i.e. toilet, toothbrush.</p> <p>Begins to use Storyboards to sequence an event.</p> <p>Begins to recognise sources of help to keep themselves safe.</p> <p>Follows 3 step task analysis strips.</p>	<p>Can access Debrief level 2 with support.</p> <p>Safeguarding foundation levels (to help understand situations of possible concern).</p> <p>Begin to use Talking Mats to explore emotions and needs.</p> <p>Using Zones of Regulation with less support and links an emotion to a zone.</p> <p>Demonstrates clearer understanding of staying healthy and safe.</p> <p>Can identify basic emergency services to support us to keep safe.</p> <p>Follows 4 step task analysis strips.</p>

RSE Mapping

Green	Bronze	Magenta	Cyan
<p style="text-align: center;">Self-Awareness</p> <p>Describe and demonstrate things we can do well and identify areas where we need help to develop.</p> <p>Identify hopes/wishes for our future lives.</p> <p>Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional,</p> <p>E.g. omission/exclusion/peer pressure, peer influence and online).</p> <p>Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.</p> <p>Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>Demonstrate working collaboratively towards shared goals.</p> <p>Recognise occasions when we have worked as a team or in a group to achieve something.</p> <p>Give some practical examples of the ways our important people care for us and help us with problems and difficulties.</p> <p>Identify different types of family.</p> <p>Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.</p> <p>Identify what might make someone feel they are in an unhappy or unhealthy friendship or relationship.</p> <p>Key Stage 3 – 5:</p>	<p style="text-align: center;">Self-Awareness</p> <p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p> <p>Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting) and recognise that this is not acceptable.</p> <p>Identify different positive responses we can take towards unkind behaviour and bullying.</p> <p>Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.</p> <p>Explain why listening and respecting others' points of view helps us to get on with others.</p> <p>Offer constructive feedback to support others working in our team.</p> <p>Explain why 'turn-taking' can help everyone to feel included.</p> <p>Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.</p> <p>Describe ways in which families can be different, including adopted, fostered or looked after.</p> <p>Recognise what prejudice and stereo type's means and how it can cause harm.</p> <p>Recognise what it means to discriminate against others.</p> <p>Explain that our feelings about other people can change and that this is okay.</p> <p>Identify kind ways of letting people know our feelings towards them have changed.</p>	<p style="text-align: center;">Self-Awareness</p> <p>Key Stage 3 – 5:</p> <p>Describe how to recognise the difference between friendship groups and gangs.</p> <p>Identify reasons why we might put ourselves under pressure and how others may apply pressure to encourage us to joining a group or gang</p> <p>Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.</p> <p>Describe the risks of carrying a weapon and what could be classed as a weapon.</p> <p style="text-align: center;">Self-care, Support and safety</p> <p>Key Stage 3 – 5:</p> <p>Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>Identify other organisations that can help with your physical, emotional and mental wellbeing (i.e. Child line, NHS, GP young minds).</p> <p>Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer, including breast and testicular self-examination).</p> <p style="text-align: center;">Changing and growing</p> <p>Key Stage 3 – 5:</p> <p>Explain the function of the reproductive organs including how conception occurs.</p> <p>Describe the different stages of reproduction, pregnancy and birth.</p> <p>Describe what intimacy means.</p> <p>Identify different types of intimate relationships, including same sex relationships.</p>	<p style="text-align: center;">Self-Awareness</p> <p>Key Stage 3 – 5:</p> <p>Describe the laws relating to carrying a weapon.</p> <p style="text-align: center;">Self-care, Support and safety</p> <p>Key Stage 3 – 5:</p> <p>Explain why self-diagnosis from website can be inaccurate and potentially harmful.</p> <p>Explain that removing or injuring female genitalia for non-medical reason (FGM) is wrong and illegal even if adults think it is necessary.</p> <p>Explain what is meant by the term 'Gambling' and identify places and ways this might take place.</p> <p>Give some reasons why people might choose to gamble.</p> <p>Describe some influences or pressures on people to gamble (advertising/friends).</p> <p>Explain some strategies for managing influences related to gambling.</p> <p>Identify what it means to win or lose in relation to gambling.</p> <p style="text-align: center;">Changing and growing</p> <p>Key Stage 3 – 5:</p> <p>Identify different levels of intimacy (physical and sexual) within relationships and their associated risks.</p> <p>Recognise that contraception i.e. condoms can help prevent pregnancy and STI's.</p> <p>Explain what STI's are (including HIV), how they can be tested for and why it is important that they are treated.</p> <p>Identify some of the responsibilities of being a parent.</p> <p>Explain how explicit material e.g. pornography presents a distorted picture of sexual behaviours and how this may affect how we behave towards</p>

<p>Explore ways in which we may achieve our targets.</p> <p>Explain how what others say and think about us can positively or negatively affect the way we feel.</p> <p>Explain what stereotyping means.</p> <p>Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p> <p>Explore simple constructive strategies for responding to prejudice and discrimination.</p> <p>Describe strategies that can be used if someone is using pressure to persuade us to do something.</p> <p style="text-align: center;">Self-care, Support and safety</p> <p>Identify some simple ways we can help to keep ourselves well i.e. exercise, healthy heart, positive mental health etc...</p> <p>Identify simple ways some germs/illnesses may be spread;</p> <p>Identify some different responsibilities we may have to help keep ourselves and others safe.</p> <p>Identify when someone might need first aid because they are hurt/injured.</p> <p>Demonstrate why it is important to keep asking for help if our initial requests are not met or understood.</p> <p>Give examples of how others may put us under pressure to do something.</p> <p>Explore what a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>Identify some basic strategies for saying 'no' to pressure or dares.</p>	<p>Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</p> <p>Key Stage 3 – 5:</p> <p>Describe how it feels to achieve a target.</p> <p>Describe some ways in which our current learning will help us in the future.</p> <p>Explain that how we feel about ourselves (self – esteem) can be affected by what is happening in our lives.</p> <p style="text-align: center;">Self-care, Support and safety</p> <p>Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.</p> <p>Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards in school, care, at home and in the community.</p> <p>Describe some simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>Recognise what a defibrillator is and when one might be needed.</p> <p>Give examples of some actions that are crimes and how we would respond including reporting.</p> <p>Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p> <p>Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.</p> <p>Explain that no one can be forced to marry someone and this is committing a serious crime no matter who you are or what you say.</p> <p>Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p> <p>Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do</p>	<p>Describe how strong emotions (including sexual attraction) might make people feel.</p> <p>Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.</p> <p>Recognise that some types of behaviour within relationships are against the law (hitting, hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Describe how alcohol/drugs may influence choices we and others make including sexual activity.</p> <p>Explain how the media portrayal of relationships and sex (i.e. TV Shows) may not reflect real life but may affect our expectations.</p> <p>Identify what we can do and whom we can tell if we think someone is being forced to marry someone.</p> <p style="text-align: center;">The world I live in</p> <p>Key Stage 3 – 5:</p> <p>Explain the influence that fake news can have on people's opinions attitudes towards others and the understanding of the world.</p> <p>Explain how everyday choices can affect the environment positively (reducing, reusing, recycling) and negatively (single use plastic, waste and pollution).</p> <p>Explain what is meant by debt and credit.</p> <p>Identify what we can do if something we buy is faulty and we want to return it (our legal rights).</p>	<p>sexual partners.</p> <p>Explain that there are laws about legal age of consent for sexual activity.</p> <p>Describe thee choices around pregnancy including abortion.</p>
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<p>Explore that some actions (e.g. assaulting someone and harassment) are crimes and how we would respond including reporting.</p> <p>Describe how we might feel if our personal belongings are lost or damaged.</p> <p>Explain the importance of respecting others' belongings, privacy and feelings.</p> <p style="text-align: center;">Changing and growing</p> <p>Identify stage of the human life cycle</p> <p>Explore in greater depth what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice change</p> <p>Describe the difference between liking someone and fancying someone.</p> <p>Explore the different reproductive organs of males and females</p> <p>Introduce that during and after puberty, some people enjoy masturbating and this should be done in private</p> <p>Explain that we have the right to protect our bodies from inappropriate/unwanted touching</p> <p>Explain how we can respect our own and other people's right to protect their bodies from inappropriate/unwanted touching.</p> <p>Explain when and whom to tell if we are worried and the importance of persisting in telling until we feel comfortable and safe</p> <p>Recognise that two people in a long term relationship might live together or be married and that getting married must always be a choice of both people</p> <p>Recognise that two people that love each other may or may not have children or they may adopt or foster children</p>	<p>not like us.</p> <p>Explain what we can do/ say or whom we can tell if someone does not respect our privacy and personal space, or shares something with us that makes us feel uncomfortable.</p> <p>Explain why we should tell a trusted adult even if someone has told us not to.</p> <p>Key Stage 3 – 5:</p> <p>Explain what is meant by immunisation and vaccination.</p> <p style="text-align: center;">Changing and growing</p> <p>Identify reliable sources of advice and growing and changing</p> <p>Explain that our bodies should be looked after</p> <p>Identify someone we can safely go to for help if we are worried about ourselves or someone else</p> <p>Explain the features of a healthy and positive friendship or family relationship.</p> <p>Demonstrate how to ask for permission (get consent) when we borrow or take something from someone.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried</p> <p>Identify sources of support for us or someone we know who is experiencing abusive behaviour</p> <p>Recognise that relationships including marriage can be between people of any gender.</p> <p>Describe how we can help friends or family who might be feeling stressed or unhappy.</p> <p>Key Stage 3 – 5:</p> <p>Describe the differences in reproductive organs in males and females.</p> <p>Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>Identify expectations we may have of being in a romantic, intimate. Physical relationship</p>		
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<p>Recognise that some relationships will end, meaning that a couple don't go out together or live together anymore and this is not the fault of their children.</p> <p>Identify who we can talk to if we were worried about relationships changing/ending.</p> <p>Identify some of the roles and responsibilities of parents and carers.</p> <p>Key Stage 3 – 5:</p> <p>Explain what could happen next (police involvement, parent/carer involvement and prosecution) if sexual images are viewed or shared of anyone under 18 years and the impact in self and others.</p> <p>Describe ways in which friendships might change over time.</p> <p style="text-align: center;">Healthy Lifestyles</p> <p>Explain what it means to eat a healthy balanced diet.</p> <p>Explore that some people may not be able to eat certain foods because it will make them ill (allergies).</p> <p>Describe what might happen if we do not take care of our personal hygiene.</p> <p>Explain some of the benefits of exercise, food and rest.</p> <p>Identify what might happen to our bodies if we don't protect them from over exposure to the sun.</p> <p>Recognise and give examples of the difference between someone who can give us medicines/drugs and someone who cannot.</p>	<p>which may include sex.</p> <p>Describe aspects of a relationship that are against the law i.e. hitting someone, hurting someone and telling them what to do all the time.</p> <p style="text-align: center;">Healthy Lifestyles</p> <p>Describe which foods we should only eat occasionally and explain why eating too much of them can harm our health.</p> <p>Explain why it is important to take care of our bodies both now and in the future.</p> <p>Describe and suggest ways to manage sleep patterns and things that can disrupt it.</p> <p>Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.</p> <p>Describe reasons about why there are rules about what we can and should not put inside our bodies</p> <p>Identify some side effects of substances that are not meant for children to consume e.g. alcohol.</p> <p>Explain that no one should ever make us or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or is against our wishes and we have a right to say no.</p> <p>Identify simple strategies that we can use if we are offered a cigarette, alcohol or other type of substance.</p> <p>Key Stage 3 – 5:</p> <p>Identify how misusing substances/alcohol may impact on relationships/friendships.</p> <p>Explain long term personal and social risks of substance misuse.</p> <p>Identify reliable sources of support or advice if we are worried about ourselves or someone</p>		
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<p>Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>Explore how smoking and drinking alcohol can affect people's health.</p> <p>Identify who you can talk to if you are worried about your health.</p> <p>Explore things that stop us sleeping well.</p> <p>Key Stage 3 – 5:</p> <p>The world I live in</p> <p>Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p> <p>Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.</p> <p>Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.</p> <p>Explain how rules and laws help us to live and work with other people outside of school.</p> <p>Explain how we can take care of our school environment.</p> <p>Explain the importance of routines in taking care of people or pets.</p> <p>Describe what it means to be part of a community.</p> <p>Identify different groups that make up our community.</p>	<p>else in relation to substance misuse.</p> <p>The world I live in</p> <p>Recognise that we may sometimes hear or read something that is rude and unkind about other people and explain ways we can safely respond, including how to report it.</p> <p>Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.</p> <p>Recognise how strengths, qualities and things we learn in school might link to possible future jobs.</p> <p>Identify what might happen if we did not have rules and laws or if people ignored them.</p> <p>Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).</p> <p>Explain how it feels to be part of a community.</p> <p>Suggest ways we can help people to feel welcome in the different groups and communities we belong to.</p> <p>Explain what is meant by the term 'afford' (in the context of money).</p> <p>Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p> <p>Key Stage 3 – 5:</p> <p>Recognise that everyone has human rights and that the law protects these rights.</p>		
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<p>Identify what is meant by a 'need' and a 'want' in relation to spending money.</p> <p>Give some simple examples of what might be a 'need' and a 'want'.</p> <p>Explain what it means to save money and why we might do it.</p> <p>Key Stage 3 – 5:</p> <p>Describe what is meant by rights and responsibilities.</p> <p>Explain that different cultures and faith groups have the right to practice their customs and beliefs within British law.</p>			
<p>Greater Depth</p>	<p>Greater Depth</p>	<p>Greater Depth</p>	<p>Greater Depth</p>
<p>Accesses Debrief level 2/3.</p> <p>Safeguarding foundation levels (to help understand situations of possible concern).</p> <p>Begin to use Talking Mats to explore events and activities and talk about what they liked and disliked them.</p> <p>Identify some behaviours that might be risky.</p> <p>Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p>Can access Debrief level 3 to discuss how an event has made us and others feel and what has happened.</p> <p>Can express more complex emotions and use the Zones of Regulation appropriately.</p> <p>Explain how to report an accident in school.</p>	<p>Can access Debrief level 3 and comic strip conversations to discuss events and emotions.</p> <p>Safeguarding level 3 (to help understand situations of possible concern).</p> <p>Identify trusted adults/services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Explain ways of safely responding if we experience or witness unacceptable behaviours.</p> <p>Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.</p> <p>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol and why they exist.</p>	<p>Can access Debrief level 3/4 and comic strip conversations to discuss events and emotions.</p> <p>Safeguarding level 3/4 (to help understand situations of possible concern).</p> <p>Describe some of the risks of becoming part of a gang and identify appropriate services that can support you.</p> <p>Identify people and organisations that can provide reliable support and advice if we are physically or mentally unwell.</p> <p>Identify how saying yes under pressure is not consent and is not the same as freely given enthusiastic consent.</p> <p>Describe different sources of support regarding relationships, sex and sexual health and how to access them.</p>	<p>Can access Debrief level 4 and comic strip conversations to discuss events and emotions.</p> <p>Safeguarding level 4 (to help understand situations of possible concern).</p> <p>Identify who to go to if you have concerns about FGM.</p> <p>Identify some strategies, game apps or advertising might use to encourage online gambling and chance based purchases (loot boxes).</p> <p>Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p> <p>Identify where and how to obtain condoms and to use them safely.</p> <p>Explain how and when to access sexual health services.</p>

Appendix 2: By the end of primary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in 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 • 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. Families of many forms provide a nurturing environment for children (families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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

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

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

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

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

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Useful Links:

Statutory guidance: Relationships and sex education (RSE) and health education:

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

SEND Code of Practice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Relationships and sex education (RSE) and health education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Online safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814796/Teaching_online_safety_in_school.pdf

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

NSPCC

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>

Safeguarding Network

<https://safeguarding.network/content/relationships-education-relationships-and-sex-education-rse-and-health-education-and-safeguarding/>

Let's Talk About It

<https://www.letstalkaboutit.nhs.uk/>