

# Relationships & Sex Education (RSE) Policy

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Newman School



<b>Last reviewed on:</b>	January 2026	<b>By:</b> E. Love / K. Teasdale
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<b>Next review due by:</b>	January 2027
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## Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Policy Development .....	4
4. Definition.....	4
5. Curriculum .....	4
5.1 Sex Education within Primary Schools.....	5
6. Delivery of RSE .....	5
6.1 School RSE Delivery .....	6
6.2 Inclusivity .....	7
6.3 Use of Resources .....	7
6.4 Online Safety .....	8
6.5 Use of external organisations and materials .....	8
7. Roles and Responsibilities .....	9
7.1 Principal & Senior Leaders .....	9
7.2 All Staff .....	9
7.3 Students .....	10
8. Parents Rights to Withdraw.....	10
9. Staff Training .....	11
10. Monitoring .....	11
Appendix 1 – Newman Curriculum Map.....	12
Appendix 2 – National Curriculum Expectations.....	17
By the end of Primary School pupils should know.....	17

## 1. Aims

The aims of Relationships and Sex Education (RSE) at Newman School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a School, we recognise that we must provide Relationships Education to all Primary aged pupils, and RSE to all Secondary aged pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of Sex Education contained in the science curriculum at Primary and secondary level.

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

We also have regard to legal duties set out in:

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

At Newman School, we teach RSE as set out in this policy.

### 3. Policy Development

We acknowledge the importance of consultation with key stakeholders (parents, pupils and staff) with regards to RSE policies and curricula. Newman School will undertake the appropriate parent consultation with regards the development of, or any subsequent adaptations to this policy and its' related curriculum.

The consultation and policy development process involved the following steps:

1. Review – a working group of staff from Newman school pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across the school were given the opportunity to look at the policy and its' related curriculum (PSHE Association)
3. and make recommendations
4. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting, supported by the School Curriculum lead and the School RSE Lead, about the policy and its' related curriculum.
5. Pupil consultation – pupil's from across the school were spoken to, in order to investigate what exactly pupils want from their RSE curriculum
6. Ratification – once amendments were made, the policy and its' related curriculum was shared with the board of governors for ratification

### 4. Definition

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It also provides lifelong learning about moral and emotional development, as well as the importance of; a stable and loving relationship for family life, respect, love and care. RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+).

Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education, as part of the PSHE Curriculum is delivered within the aims and philosophy of the Trust and the agreed framework for the overall pastoral care of the students.

### 5. Curriculum

Our RSE curriculum forms part of our PSHE curriculum which is based on the PSHE association SEND framework.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of the students – including those with Special Educational Needs and Disabilities (SEND). If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

For more information about the RSE curriculum, please contact the Curriculum lead or the RSE curriculum lead. We will share all curriculum materials, including resources, with parents and carers upon request.

### 5.1 Sex Education within Primary Schools

Whilst we acknowledge that Sex Education is not compulsory in Primary Schools, we feel it is important that students understand the following, and therefore our teaching of Sex Education within our Primary Schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## 6. Delivery of RSE

As a statutory subject, RSE will be evidenced on school timetables, and taught as part of the Personal, Social, Health and Economic (PSHE) curriculum, with biological aspects being taught within the Science curriculum, and some other aspects covered within the Religious Education (RE) curriculum.

Across all key stages students will be supported to develop their knowledge towards the National Curriculum end points, whilst developing the following skills:

- Communication – including how to manage relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Undertaking discussion and group work

Relationships Education within Primary classes will focus 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

Sex Education within Primary schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For students of Secondary School age, 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 make sure that there is no stigmatisation of children, based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

## 6.1 School RSE Delivery

Following the PHSE Association Guidance Newman School deliver Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

This latest version of our Framework accompanies the latest edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). We have mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases

where statutory content may not be accessible for pupils with SEND.

## SEE Appendix 1

### 6.2 Inclusivity

The curriculum must be inclusive and should celebrate differences.

We will teach about the topics in the PSHE curriculum in a manner that:

- Considers how a diverse range of pupils will relate to them, including those of differing abilities, religious faiths, and sexual orientation, ensuring negative stereotypes are suitably challenged
- Is sensitive to all pupils' experiences and levels of understanding relating to Newman curriculum pathways
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of adaptation required

### 6.3 Use of Resources

Each teacher **will** consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into their curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress
-

## 6.4 Online Safety

Online safety is seen as an integral part of our responsibility to ensure that all pupils are kept safe in school.

We are committed to the safe and responsible integration of technology throughout our schools and recognise technology as a valuable tool across the curriculum for all our pupils.

We understand the importance of ensuring that our pupils remain safe whilst using ICT technology, the internet, and social media. Positive messages about the safe use of technology and social media platforms will be delivered across the curriculum including RSE, to ensure this knowledge is embedded within our pupils. Staff will teach pupils strategies for keeping themselves safe and make them aware of how to report issues linked to online safety.

Staff are required to identify, assess and reduce (where possible) any risks and levels of harm to the pupils, as well as the liability of the school, and Trust, in regards to this matter. All pupils who use the internet or other ICT technology and social media platforms will have parental consent to use it and will be closely monitored in their use of it at all times. Otherwise, this will be adult led to ensure appropriate and safe use is maintained at all times.

All staff have a responsibility to record issues relating to the use of IT via CPOMs. Where issues have arisen, staff will be expected to notify either the designated online safety officer, a DSL or the Principal, immediately following a concern.

## 6.5 Use of external organisations and materials

Where teachers choose to use an external organisation and its materials it will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

It is acknowledged that the school, remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

School will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)

- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow their usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, the Trust, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

**We will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 7. Roles and Responsibilities

Responsibility for ensuring that RSE takes place across the school are as follows:

### 7.1 Principal & Senior Leaders

The Principal, and Senior Leaders are responsible for ensuring that RSE is taught consistently across the school, and for sharing resources and materials with parents and carers, managing requests to withdraw students from non-statutory/non-science elements of the RSE curriculum (see section 8).

### 7.2 All Staff

Staff are responsible for;

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science elements of the RSE curriculum

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The following staff currently teach RSE in the school:

<b>KS2</b>	Miss Phelps (Oak) Teacher	Miss Aravindakshan (Birch) Teacher	Mrs Akhtar(Maple) Teacher	Miss Atkins (NAR) Teacher
<b>KS3</b>	Mr Wrigley (Cedar)	Miss Atkins(NAR)	Mrs Fawcett-Pugh (Donaldson, Dahl, Walliams) Teacher	
<b>KS4</b>	Miss Atkins (NAR) Teacher	Miss Shadwick (Kinney, Blackman, Rowling) Teacher		
<b>KS5</b>	Miss Shadwick (Agard, Wilson) Teacher			

### 7.3 Students

Students are expected to engage fully in RSE sessions and at all times to treat others with respect and sensitivity.

## 8. Parents Rights to Withdraw

For Primary School age children, parents/carers do not have the right to withdraw their children from Relationships or Health Education. Parents/carers have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within RSE.

For Secondary School age children, parents/carers have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within the RSE curriculum – 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 to the Principal of the school.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action in response to their request (subject to its alignment to the aspects which they can request for their child to be withdrawn) with alternative work being given to students who are withdrawn from Sex Education sessions. Principals will keep a record of those who have been withdrawn from elements of the non-statutory/non-science components of Sex Education.

It should be noted by parents that as a SEND school, the Principal has the right to decline the request of a parent to withdraw their child if the Principal believes it is deemed in the child's interests to do so, or if the child is at unusual risk from sexual activity or sexual exploitation. Reasons will be provided in writing for any such decision.

## 9. Staff Training

School is responsible for training staff on the delivery of RSE as part of their induction, and will ensure it is included in their Continuing Professional Learning Development CPLD calendar.

The Principal may also invite visitors from outside the school, such as School Nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring







The delivery of RSE is monitored by school leaders, through:

- The review of planning
- The review of student's work, including as part of moderation activities
- The undertaking of learning walks
- Discussions with staff about student's development as demonstrated through internal school assessment systems
- Stakeholder voice
- External Quality Assurance

Pupils' development in RSE is monitored by class teachers as part of their school's internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the Board of Governors.

## Appendix 1 – Newman School PSHE Curriculum Overview

<b>Safety</b>	Being protected from or unlikely to cause danger, risk, or injury.	
<b>Relationships</b>	The association, connection, interaction and bond between two or more people.	
<b>Healthy lifestyle</b>	Activities and habits that encourage the development of total physical, mental, and spiritual fitness, and which reduces the risk of major illness.	
<b>Confidence</b>	Feeling sure of yourself and your abilities. Not in an arrogant way, but in a realistic, secure way.	
<b>Identity</b>	The qualities, beliefs, personality traits, appearance, and/or expressions that characterise a person or group.	
<b>Change and resilience</b>	The ability to 'bounce back' after challenges, tough times and things being different.	

### Overarching Concepts PHSE






















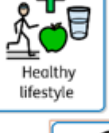
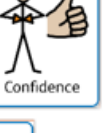
















At Newman we follow the PSHE Association planning SEND framework. Our curriculum fulfils the statutory requirements for PHSE and RSE for pupils with SEND, set out by the PSHE Association as recommended by the Department of Education.












The curriculum runs over cycles, each time a key area is revisited it is delivered in greater depth and increasing maturity. Upon returning to a key area pupils prior knowledge is used to build on previous foundations and experiences, this is supported through our small steps planning documents.







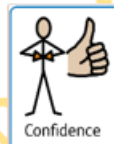









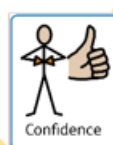












Six key themes and skills that are most essential for our pupils are addressed throughout PSHE lessons and link into other subject areas, aiming for a thread in the key concepts to be revisited throughout pupils' PSHE learning journey at Newman.














Within the EYFS statutory framework these concepts are embedded within every day practice and enhanced through high quality interactions, learning opportunities, provision and the seven areas of learning. PSHE is not taught explicitly as a set alone lesson.






























## KS2 – KS5 Curriculum Cycles


























<b>KS2</b>	<b>Autumn 1 SELF AWARENESS</b>	<b>Autumn 2 SELF CARE SUPPORT AND SAFETY</b>	<b>Spring 1 MANAGING FEELINGS</b>	<b>Spring 2 CHANGING AND GROWING</b>	<b>Summer 1 HEALTHY LIFESTYLES</b>	<b>Summer 2 THE WORLD I LIVE IN</b>
<b>Cycle A</b>	Things we are good at kind and unkind behaviours  Confidence  Relationships	Taking care of ourselves Keeping safe  Safety  Healthy lifestyle	Identifying and expressing feelings  Identity  Relationships	Baby to adult  Identity  Change & Resilience	Healthy eating  Healthy lifestyle  Confidence	Respecting differences between people  Identity  Relationships
<b>Cycle B</b>	Playing and working together. Kind and unkind behaviours  Relationships  Change & Resilience	Keeping safe public and private -  Safety  Relationships	Managing feelings cause and effect  Relationships  Identity  Safety	Changes at puberty  Identity  Change & Resilience	Keeping well - Taking care of physical health  Healthy lifestyle  Confidence  Identity	Jobs people do  Change & Resilience  Identity
<b>Cycle C</b>	People who are special to us  Relationships  Identity	Trust – identifying trusting adults, communicating worries  Relationships  Confidence	Strategies and coping with our feelings  Confidence  Healthy lifestyle  Identity	Dealing with touch  Relationships  Safety	Keeping well – medicines  Healthy lifestyle  Safety	Rules and laws  Change & Resilience  Safety



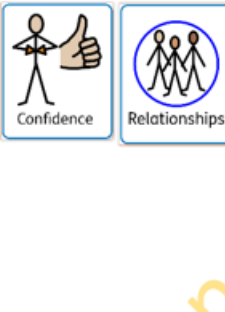



<b>Cycle D</b>	Getting on with others  Relationships  Confidence	Keeping safe online  Identity  Safety	Being aware of other people's feelings  Relationships	Different types of relationships  Relationships  Confidence	Keeping well – healthy eating  Healthy lifestyle  Confidence	Taking care of the environment  Change & Resilience  Safety
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<b>KS3</b>	<b>Autumn 1 SELF AWARENESS</b>	<b>Autumn 2 SELF CARE SUPPORT AND SAFETY</b>	<b>Spring 1 MANAGING FEELINGS</b>	<b>Spring 2 CHANGING AND GROWING</b>	<b>Summer 1 HEALTHY LIFESTYLES</b>	<b>Summer 2 THE WORLD I LIVE IN</b>
<b>Cycle A</b>	Personal strengths Skills for learning  Identity  Confidence	Feeling unwell – personal hygiene  Healthy lifestyle  Confidence  Identity	Managing feelings – identifying and expressing feelings  Identity  Confidence  Relationships	Puberty  Change & Resilience  Identity	Elements of a healthy lifestyle – balanced lifestyles <i>inc</i> sleep  Healthy lifestyle  Confidence	Diversity, rights and responsibilities  Identity  Relationships
<b>Cycle B</b>	Skills for learning – what we enjoy learning, what makes us special and unique as learners  Identity  Confidence	Keeping safe online – social media, Self-esteem and unkind comments <i>inc</i> social media  Confidence  Identity  Safety	Managing strong feelings – emotions, ZOR? Feeling frightened/worried – personal space, harassment  Relationships  Safety  Identity	Friendship  Relationships  Identity	Mental wellbeing Physical activity Healthy Eating  Identity  Healthy lifestyle  Confidence	Managing online information <i>inc</i> fake news, passwords, scamming  Safety  Identity

<b>Cycle C</b>	<p>Managing pressure – peer pressure, bullying</p>   	<p>Public and private – keeping ourselves safe online, harmful material Keeping safe online</p>  	<p>Romantic feelings and sexual attraction</p>  	<p>Healthy/unhealthy relationship behaviour</p>  	<p>Medicinal drugs</p>  	<p>Taking care of the environment <del>inc</del> climate change</p>  
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<b>KS4</b>	<b>Autumn 1 SELF AWARENESS</b>	<b>Autumn 2 SELF CARE SUPPORT AND SAFETY</b>	<b>Spring 1 MANAGING FEELINGS</b>	<b>Spring 2 CHANGING AND GROWING</b>	<b>Summer 1 HEALTHY LIFESTYLES</b>	<b>Summer 2 THE WORLD I LIVE IN</b>
<b>Cycle A</b>	<p>Personal strengths Skills for learning</p>   	<p>Public and private – sharing, worrying, reporting Keeping safe online</p>  	<p>Strong feelings - Managing mental health</p>  	<p>Intimate relationships, consent and contraception</p>   	<p>Mental wellbeing Body image</p>   	<p>Managing finances</p>  
<b>Cycle B</b>	<p>Managing pressure – gangs, weapons, online pressure</p>   	<p>Feeling frightened/worried –personal safety, crimes (harassment/assault), raising concerns Keeping safe online</p>  	<p>Managing strong feeling - Romantic feelings and sexual attraction</p>   	<p>Long term relationships and parenthood</p>  	<p>Drugs – medicinal drugs, illegal drugs, alcohol and tobacco</p>  	<p>Preparing for adulthood</p>  

KS5	Autumn 1 SELF AWARENESS	Autumn 2 SELF CARE SUPPORT AND SAFETY	Spring 1 MANAGING FEELINGS	Spring 2 CHANGING AND GROWING	Summer 1 HEALTHY LIFESTYLES	Summer 2 THE WORLD I LIVE IN
<b>Cycle A</b>	Prejudice and discrimination  Identity  Safety	Feeling unwell – self-examination, vaccinations Emergency situations  Healthy lifestyle  Confidence	Strong feelings - Managing mental health including self-esteem and impact of social media  Relationships  Confidence	Healthy and unhealthy relationship behaviours  Relationships  Safety	 Healthy lifestyle  Change & Resilience	Preparing for adulthood – moving on  Confidence  Identity
<b>Cycle B</b>	Personal strengths Skills for learning  Identity  Change & Resilience	Feeling frightened/worried unwell – FGM Public and private – online scams, harmful material  Safety  Healthy lifestyle	Managing strong feelings - Romantic feelings/sexual attraction  Relationships  Identity	Consent and contraception / intimate relationships  Relationships  Safety  Change & Resilience	Mental wellbeing including body image  Healthy lifestyle  Confidence  Identity	Managing online information inc fake news  Identity  Safety

<p><b>Cycle C</b></p>	<p>Managing pressure – relationship boundaries, bystander effect, peer pressure, gangs</p> 	<p>Manging finance Gambling -</p> 	<p>Self-esteem and unkind comments Strong feelings Romantic feelings and sexual attraction</p> 	<p>Long term relationships and parenthood</p> 	<p>Drugs, alcohol and tobacco</p> 	<p>Diversity, rights and responsibilities</p> 
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## Appendix 3 – National Curriculum Expectations

By the end of Primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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> </ul>

	<ul style="list-style-type: none"> <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>
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> </ul>

	<ul style="list-style-type: none"> <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 by 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> </ul>

	<ul style="list-style-type: none"> <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>
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By the end of Secondary School pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others'</li> </ul>

	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"> <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>
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> </ul>

	<ul style="list-style-type: none"> <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>
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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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