

# UTC South Durham Relationships and Sex Education (RSE) Policy



<b>Date of adoption</b>	July 2022
<b>Approved by</b>	Governing Body
<b>Signed: (Principal)</b> 	<b>Date:</b> 15 July 2022
<b>Signed: (Chair of Governors)</b> 	<b>Date:</b> 15 July 2022

<b>Date to be reviewed by</b>	July 2023
<b>Review History</b>	Reviewed – Tom Dower Nov 19 Reviewed – Dan Glasbey March 21 Reviewed – Sarah Goodfellow May 22 Jak Heslop – June 22
<b>Responsibility</b>	Director of Inclusion

## 1. Introduction

The purpose of this policy is to:

- Clarify the legal requirement and responsibilities of UTC South Durham
- Clarify the UTC's approach to Relationships and Sex Education (RSE) for all staff, students, Trustees, parents/carers, external agencies and the wider community
- Give guidance on developing and implementing and monitoring the RSE education programme
- Provide a basis for evaluating the effectiveness of the UTC's RSE programme.
- Reinforce the role of the UTC in contributing to local and national strategies

The DfE 'Relationships and Sex Education Guidance' (2019)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> outlines the statutory requirement for us to provide RSE to all pupils as per section 34 of the Children and Social Work act, 2017.

<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>. The guidance aims to 'give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.' It does not encourage early sexual experimentation but its aim is to provide the opportunity for young people to understand human sexuality and to respect themselves and others.

Whilst the DfE is clear that parents and carers are the prime educators for children on many of these matters, the UTC has a key role in complementing the RSE learning done at home.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'. (DfE 'Sex and Relationship Guidance', 2000).

## 2. Guiding principles

The overall aims of the RSE programme are to:

- Enable students to know what a healthy relationship looks like and what makes a good friend, colleague, partner.
- Teach what is acceptable and unacceptable behaviour in a relationship
- Promote an understanding of the positive effects of a healthy relationship on their mental wellbeing and self respect
- Enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity
- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way
- Ensure that all of our students feel supported and safe when talking and dealing with sexualised language and behaviour
- Provide a framework in which sensitive discussions can take place,
- Develop a wider practice of resilience and character in young people.

### **3. Content**

The UTC RSE curriculum is based on the programme set out in the DfE guidance above. Referring to the PSHE Association's Schemes of Work for KS4, (updated 2020) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> we have been able to identify the content that should have been covered by our students during KS3 in previous schools and we have endeavoured to build opportunities to allow new learning and to further develop key concepts. The RSE curriculum sits within the PSHE (Personal, Social, Health and Economic Education) curriculum, alongside and overlapping Health Education, Wellbeing and Living in the Wider World.

The full content for KS3 and 4 is shown in Appendix 2.

### **4. Delivery**

RSE is delivered by means of 'Dropdown Days', 'Crew' lessons, one off events matching national awareness days and throughout the curriculum of all of the subjects taught at the UTC. This is outlined on the curriculum map, Appendix A. We use trained professionals to deliver content during drop down days which may then be revisited or reinforced by subject staff during their curriculum delivery.

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.

We recognise that there are different types of families and take care to ensure that there is no stigmatisation of students based on their home circumstances.

#### **4.1 Methodology and resources**

Teaching will be based on an understanding that a variety of flexible teaching methods will be used to ensure all students are fully involved.

#### **4.3 Outside agencies**

Discussion about content and level of pitch take place with outside agencies and they are expected to share their resources with us prior to their visit so that we can be assured of its suitability.

#### **4.4 Planning, monitoring and evaluation**

All students complete a RSE survey early in Year 10 which highlights areas of the curriculum which they have covered and are confident with, and conversely those areas which they would like to know more about. We react to events around us and key concepts which present themselves as being a priority and adapt the delivery of RSE to

suit. We receive feedback from UTC staff observing sessions, from external visitors and from our students about the quality of the sessions and the impact that they have.

## **5. Roles and Responsibilities**

### **5.1 The Trustees**

The Trustees will approve the RSE policy and hold the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the UTC, and for managing requests to withdraw students from non-statutory components of RSE.

### **5.3 The Director of Inclusion**

The Director of Inclusion is responsible for overseeing the work of the PSHE Coordinator, ensuring that students receive a high quality balance of learning opportunities which meets the demands of the RSE guidance.

### **5.4 The PSHE Coordinator**

The PSHE Coordinator is responsible for planning and coordinating the delivery of the RSE content to our students, and monitoring its impact.

### **5.5 Staff**

Teaching and non-teaching staff are responsible for:

- Delivering RSE in their subject in a responsible way
- Modelling positive attitudes to RSE
- Recognising and responding to the needs of individual pupils

### **5.6 Students**

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

## **6. Parents' right to withdraw**

The UTC will share responsibility for the education of students with parents, who will be kept informed of events through the curriculum map, newsletters, emails and social media posts. Individual discussions may take place when appropriate.

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, it is the decision of the child as to whether they wish to receive sex education rather than being withdrawn.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will acknowledge the request with parents, confirm that it has been noted and take appropriate action.

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

## **7. Confidentiality and informing parents/carers**

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the UTC to take the initiative. We will take every opportunity to inform and involve parents and carers.

UTC staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than that involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

## **8. Other policies / documents**

This policy should be read in combination with other UTC South Durham policies/documents:

- Curriculum Policy
- Education Plan
- PSHE Policy
- Safeguarding Policy
- Teaching and Learning Policy

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
<b>Families</b>			
That there are different types of committed, stable relationships	Yes	Half Term 4: Alice Ruggles Trust – Relationships and Coercion Half Term 6: Humankind - LGBT	Whole school: LGBT awareness posters, support group, briefings.  Geography: Urban issues and challenges, and traditional roles and families in HIC vs LIC
How these relationships might contribute to human happiness and their importance for bringing up children	Yes		PD/DT: Contexts used to promote product development
What marriage is, including its 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)	Yes		PD/DT: Social, moral, cultural and ethical considerations in design  English Literature: Ann Inspector Calls (social climbing through marriage)
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Yes		English Literature: Ann Inspector Calls (social climbing through marriage)
The characteristics and legal status of other types of long-term relationships	Yes	Half Term 6: Humankind – LGBT	English Literature: Ann Inspector Calls (social climbing through marriage)

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Yes		PD: DT / Inclusive Design  English Literature: Ann Inspector Calls (social climbing through marriage)
How to: <ul style="list-style-type: none"> <li>• Determine whether other children, adults or sources of information are trustworthy</li> <li>• Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)</li> <li>• How to seek help or advice, including reporting concerns about others if needed</li> </ul>	Yes	Half Term 4: Alice Ruggles Trust – Relationships and Coercion	Student Support share information about how to access help and advice from external agencies  PE: Guidance given about recognizing inappropriate actions from coaches etc  PD/DT: Evaluation of sources of information, and research skills  English Literature: An Inspector Calls: Mr Birling's P.O.V An Inspector Calls: Eric and Eva Macbeth: Macbeth's lies / The witches  IT: Y10 curriculum  English Language: Creative writing
<b>Respectful relationships, including friendships</b>			

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
<p>The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>	<p>Yes</p>	<p>Half Term 3: Blue Sky Trust – Online Safety / Sexting etc Half Term 4: Alice Ruggles Trust – Relationships and Coercion</p>	<p>English Text: Blood Brothers</p> <p>Across the curriculums: Paired and group work</p> <p>Crew: Team work</p> <p>PE: Single gender sessions offered</p> <p>PE: Single sex changing rooms and use of gender neutral if needed</p> <p>English Language: Creative writing</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Yes</p>	<p>Half Term 4: Alice Ruggles Trust – Relationships and Coercion</p>	<p>Student Support use the restorative justice approach to improve relationships</p> <p>PD/DT: Contexts used to produce products which encourage positive relationships</p>
<p>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)</p>	<p>Yes</p>	<p>Half Term 2: PCSO's – Hate Crime Half Term 6: Humankind – LGBT Half Term 4: Gender Identity</p>	<p>Whole school: LGBT awareness posters, support group, briefings. Anti bullying week</p> <p>PE: Paralympics discussed</p> <p>PD/DT: Inclusive design</p>



PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
			<p>English Literature: Macbeth (and Lady Macbeth) An Inspector Calls: Sheila</p> <p>'Kick it Out' / 'Lace it up' / 'Show Racism the Red Card'</p>
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs</p>	<p>Yes</p>	<p>Half Term 2: PCSO's – Hate Crime Half Term 6: Humankind – LGBT</p>	<p>Whole school: LGBT awareness posters, support group, briefings.</p> <p>ETP: Unit 3 – Working in the Engineering Hall environment</p> <p>PD: Cultural changes and factors that affect products</p>
<p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help</p>	<p>Yes</p>	<p>Half Term 1: PCSO's – Online Safety Half Term 2: PCSO's – Hate Crime Half Term 3: Blue Sky Trust – Online Safety / Sexting etc Half Term 6: Jesy Nelson (Little Mix) documentary</p>	<p>Anti bullying week</p> <p>ETP: Unit 3 – Treating people with respect, solving conflict etc</p> <p>Computer Science: Cyber bullying</p>
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>	<p>No</p>	<p>Half Term 3: Blue Sky Trust – Online Safety / Sexting etc Half Term 4: Alice Ruggles Trust – Relationships and Coercion Half Term 6: Alice Ruggles Trust – Stalking</p>	<p>English Literature: An Inspector Calls (Eric / Gerald / Eva)</p>

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
What constitutes sexual harassment and sexual violence and why these are always unacceptable	No	Half Term 4: Alice Ruggles Trust – Relationships and Coercion	English Literature: An Inspector Calls
The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Yes	Half Term 6: Humankind – LGBT Half Term 6: Show Racism the Red Card Half Term 4: Gender Identity	Whole school: LGBT awareness posters, support group, briefings.  Maths: Questions posed about different salaries of male / female athletes  Mentor Time Hot Topics, eg Black Lives Matter  Engineering: The emerging prominent roles taken by women in roles of management and leadership  English Literature: An Inspector Calls
<b>Online and media</b>			
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Yes	Half term 1: PCSO's – Online Safety Internal Delivery – Acceptable Usage	Whole School: IT Acceptable Usage Policy signed by all.  FPQ topic

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
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	Yes	Half term 1: PCSO's – Online Safety Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	PD/DT: Children's devices designed to mirror a mobile phone / contexts  IT
Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them	Yes	Half term 1: PCSO's – Online Safety Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	PD: Device security  Whole School: IT Acceptable Usage Policy signed by all.
What to do and where to get support to report material or manage issues online	Yes	Half term 1: PCSO's – Online Safety Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	FPQ
The impact of viewing harmful content	Yes	Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	FPQ
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	Yes	Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	PD/DT: Pros and cons of the advancement of technology
That sharing and viewing indecent images of children (including those	Yes	Half term 1: PCSO's – Online Safety	PD/DT: Moral and legislative aspects covered

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
created by children) is a criminal offence which carries severe penalties including jail		Half Term 3: Blue Sky Trust – Online Safety / Sexting etc	
How information and data is generated, collected, shared and used online	Yes	Half Term 1: Internal delivery – Acceptable Usage	PD/DT: Data protection  IT: Use of data mining
<b>Being safe</b>			
The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships	In part	Half Term 4: Alice Ruggles Trust – Relationships and Coercion Half Term 4: Alice Ruggles Trust – Relationships and Coercion Half Term 6: Harbour – Domestic Abuse	English Literature: An Inspector Calls (Eric and Eva’s involvement with Eva Smith)
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)	Yes	Half Term 6: Blue Sky Trust - Consent	English Literature: An Inspector Calls (Eric and Eva’s involvement with Eva Smith)
<b>Intimate and sexual relationships, including sexual health</b>			
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust,	Yes	Half Term 4: Blue Sky Trust - Sexual Health Half Term 6: Blue Sky Trust - Consent	English Literature: Macbeth

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
shared interests and outlook, sex and friendship			
That all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)	No	Half Term 4: Blue Sky Trust - Sexual Health	PD/DT: Inclusive design  Biology: Y10 and Y11 BTEC
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	No	Half Term 4: School Nurses – Reproductive Health and STI's	Science – the effect of lifestyle factors on health / risk factors Science – infertility  English Literature: Macbeth (lack of heir / what it means to be a mother)
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	No	Half Term 6: Blue Sky Trust - Consent	
That they have a choice to delay sex or enjoy intimacy without sex	Yes	Half Term 6: Blue Sky Trust - Consent	
The facts about the full range of contraceptive choices, efficacy and options available	Yes	Half Term 6: Blue Sky Trust – Sexual Health	Science – Contraception  PD/DT: Design of leaflets  Student Support:

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
			CCard delivery Chlamydia testing through Sexual Health team School Nurse drop ins 'What's Up' poster
The facts around pregnancy, including miscarriage	Yes		PD/DT: Medical technology
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)	Yes		English Text: Blood Brothers  PD/DT: Nanotechnology and materials technology  Biology: Alcohol in pregnancy
How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing	No	Half Term 2: Blue Sky Trust: HIV Awareness Half Term 6: Blue Sky Trust – Sexual Health	Science – Viral diseases, HIV. Bacterial Diseases – Gonorrhoea  Maths – Conditional Properties
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Yes	Half Term 4: School Nurses – Reproductive Health and STI's	Science – Viral diseases Bacterial Diseases - Gonorrhoea
How the use of alcohol and drugs can lead to risky sexual behaviour	Yes	Half Term 4: County Durham Drug and Alcohol Recovery Service	Science – the effect of lifestyle factors on health / risk factors

PUPILS SHOULD KNOW...	ADDRESSED IN KS3 (PSHE ASSOCIATION SOW)	COVERED IN KS4 DROPDOWN DAYS (WHEN? DELIVERED BY WHO?)	SUPPORTED BY CURRICULUM (SUBJECT AND APPROACH)
		Half Term 4: Blue Sky Trust - Sexual Health Half Term 6: Blue Sky Trust - Consent	English Literature: An Inspector Calls , Eric
How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	Yes	Half Term 4: Blue Sky Trust - Sexual Health	

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

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



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

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

### Appendix 3: Parent 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 relevant information you would like the school to know			
Parent signature			

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