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# Relationships and Sex Education Policy (Secondary)

**DATE:** September 2025

**OWNED BY:** Director of PSHE

**APPROVED BY:** Education Subcommittee

**WICKERSLEY PARTNERSHIP TRUST**

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



## 1. Context

In Wickersley Partnership Trust (WPT) schools, students' wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with them. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We aim to send every young person into the world able and qualified to play their full part in it. We believe that both are equally important to our students so that they can play their full part in the world.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under Section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

## 2. What is RSE? A Definition

This policy covers our school's approach to delivering relationships and sexual health education. We define 'relationships and sex education' as learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Our school's overarching aim is to send every young person into the world able and qualified to play their full role in it. The RSE programme is designed and delivered with this in mind. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting resources to ensure access for all. The PSHE department works closely with the curriculum support team and uses teaching assistants to support these students. We ensure RSE fosters gender equality and LGBTQ+ equality by discussing different relationships inclusively throughout the RSE lessons. We view the partnership between home and school as imperative to ensuring RSE lessons have their full impact and support parents to further students' understanding of topics taught.

## 3. Aims

The vision of the PSHE department is to develop mental and physical well-being by building awareness and consideration of others in order to empower our students. This vision is implicit in the planning of all RSE lessons. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place Prepare students for puberty, and into adulthood develop their understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.
- Ensure that the delivery of RSE is factual, inclusive and developmentally appropriate for all students. Staff will avoid the imposition of personal opinions whilst teaching content.
- RSE promotes healthy, loving and respectful relationships.

The overview of the RSE Scheme of Work can be seen at Appendix A.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our students.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance

## 4. Statutory Guidance

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

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.

What students should learn before the end of secondary school can be found in Appendix C.

At WPT secondary schools we teach RSE as set out in this policy.

## 5. Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision and will cover: personal relationships, human reproduction, sexually transmitted infections (STIs), HIV and AIDS, contraception, parenthood, sexuality, FGM (Female Genital Mutilation), forced marriage and honour-based violence, safety in relationships- including what constitutes a healthy relationship and issues surrounding consent, child on child abuse, sexual harassment, exploitation, abortion, internet safety, the impact of pornography and sexting (also known as Youth Produced Sexual Imagery).

All of the above topics are taught using a spiral curriculum which covers the same themes in each year but in a more in depth, but age appropriate, manner. Our RSE programme is inclusive of people from all backgrounds, races, sexualities, gender identities and so on in line with The Equality Act (2010).

A guide to lesson content and activities in RSE lessons can be found on the PSHE page of the school website. Prior to delivery of RSE parents will be provided with an overview of lessons and useful resources/websites to enable support and guidance at home. Please contact the Director of PSHE if you require further information on lesson content on [ebannister@wickersleypt.org](mailto:ebannister@wickersleypt.org).

We will ensure RSE is matched to the needs of our pupils by regularly communicating with parents and students, using local data, school data and student surveys to inform lesson content. Pupils will be encouraged to reflect on their own learning and progress within individual lessons.

The main aspects of our curriculum are set out as per Appendix A but it may need to be adapted when necessary. We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so their students are fully informed.

## 6. Delivery

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, blended 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, family members with additional learning needs and/or disabilities). Learning in this area should also celebrate the influence of culture on family life.

Throughout every year group, appropriate diagrams, videos, news articles, websites, games, discussion and practical activities will be used to assist learning. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Recommended and tested resources from a number of PSHE Association approved organisations (Barnardo's, NSPCC, DfE, Rise Above, sexwise, midway, brook etc.) are regularly reviewed and used where appropriate. These are used alongside resources created and adapted by the PSHE specialist Ellie Bannister). The programme is designed to be fully inclusive and activities will be planned to ensure all young people are actively involved.

A guide to lesson content and activities in RSE lessons can be found on the PSHE page of the school website. Prior to delivery of RSE parents will be provided with an overview of lessons and useful resources/websites to enable support and guidance at home.

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

### 6.1 Safe and Effective Practice

We will ensure a safe learning environment by ensuring all pupils agree to and understand the PSHE ground rules before teaching of these topics commences. Distancing techniques such as de-personalised questions and scenario-based tasks are used because this prevents personal discussions. Pupils will be able to raise questions anonymously by writing them down and putting them in an 'ask-it basket'. All staff teaching RSE will be offered support by subject specialists when developing the answers to pupil questions. RSE training and ongoing support will be completed by all staff delivering lessons, provided by the director and PSHE specialist teachers.

### 6.2 Visitors

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 we have full confidence in the agency, its approach and the resources it uses.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

Review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use.

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

Check the agency's protocol for taking pictures or using any personal data they might get from a session.

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.

We won't, under any circumstances:

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

## 7. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. We make procedures in relation to confidentiality clear to students. Similarly, if questions are asked in class or in an assembly, adults will follow agreed practice based on DfE Guidance 2019. In an instance of disclosure, staff will consult with the Designated Safeguarding Lead (DSL) and in their absence the Deputy DSL/Headteacher.

### Dealing with Sensitive Issues

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the school's provision for spiritual, moral, social and cultural development.

The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student, it is the responsibility of the member of staff to follow the school's Safeguarding Policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on CPOMs before notifying the Safeguarding Lead or Deputy DSL.

For further information on how we keep our students safe, consult our Safeguarding Policy via the school's website.

## 8. Department for Education Guidance

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are 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](#).

Other documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils (2013)
- SEND code of practice: 0 to 25 years (2014)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- Mental Health and Behaviour in Schools (2014)
- Behaviour and Discipline in Schools (2016)
- Children and Social Work Act (2017)
- Preventing and tackling bullying (2017)
- Sexual Violence and Harassment between Children in Schools (2021)
- Mental Health and Behaviour in Schools (2018)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2023)

## 9. Roles and Responsibilities

|                           |                                                                                                                                                                                                                                                                                |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject Leadership</b> | The program will be led by Ellie Bannister, PSHE director. This includes providing training and support to staff delivering RSE lessons and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE. |
| <b>Governor Link</b>      | The Governor's safeguarding committee receives regular updates and reports on the delivery of PSHE (including RSE). Committee chair: Anna Lidster                                                                                                                              |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Headteacher</b>                   | The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non- statutory/non-science components of RSE. RSE will be quality assured as part of PSHE, in line with whole school procedures.                                                                                                                                                                                                                                   |
| <b>Students</b>                          | Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Student voice activities are carried out to ensure lesson content is relevant and to allow students to provide feedback on RSE lessons.                                                                                                                                                                                                                                           |
| <b>Involvement of Parents and Carers</b> | We are committed to working with parents and guardians when developing and delivering quality RSE. We will do this by; consulting with parents when devising RSE policy, making this document and lesson content for KS3 available on our websites, regularly updating parents with PSHE topic information and sources of support, providing a half termly PSHE and safeguarding newsletter, meeting with parents at parent consultation appointments, ensuring resources are available to view at parents' evenings. |
| <b>Staff</b>                             | Staff are responsible for: <ul style="list-style-type: none"> <li>• Delivering RSE in a sensitive way</li> <li>• Modelling positive attitudes to RSE</li> <li>• Monitoring progress</li> <li>• Responding to the needs of individual students</li> <li>• Set out clear ground rules regarding personal questions, which are agreed by staff beforehand</li> <li>• Clearly signposting avenues of support</li> <li>• Ensuring they are utilising training opportunities provided by PSHE leads.</li> </ul>             |

## 10. Parents' Right to Withdraw

A guide to all RSE lessons as KS3 can be found on the PSHE page of the school website.

Parents have the right to withdraw their children from the non-statutory/non-science components of intimate sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive intimate sex education rather than being withdrawn, the school will arrange this. Lessons which include intimate sexual health education are identified on our scheme of work (Appendix A).

Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Headteacher. Following any request, a meeting will be arranged with the Director of PSHE and a member of the school's leadership team. The head teacher and PSHE director will then discuss the request with parents and take appropriate action. Alternative PSHE work will be given to students who are withdrawn from sex education. This request to be removed from PSHE must be re-requested by parents each year.

Parents are not able to withdraw their child from Health Education or the Relationships Education loop element of Relationships and Sex Education, as it is essential that all pupils receive this content to ensure their knowledge is good and can therefore keep themselves safe. This is a statutory requirement from the department of education and is strongly echoed by WPT ethos. The school's science curriculum also includes content on human development, including reproduction, which pupils cannot be withdrawn from. This is also a statutory requirement for delivery in all schools.

Student requests to withdraw – under some circumstances, students may not feel able to access their learning within a PSHE lesson. This may be due to social or emotional issues, previous safeguarding issues or personal issues. Students would be provided with support from their PSHE teacher, Director of PSHE and non-teaching head of year to ensure they are able to work in an area they feel comfortable and for a temporary period develop their learning through an alternative way if needed. An example of this may be temporarily coming out of a larger PSHE class and working one to one with a staff member. The school will ensure parents/guardians will be made aware of this and advice/guidance will be provided to further support at home. It is crucial that this information is recorded on Bromcom and/or CPoms.

## 11. Monitoring and Review

The delivery of RSE is monitored by the Assistant Headteacher with responsibility for Teaching and Learning, and the PSHE Director. Quality assurance is carried out on a half-term basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the PSHE Coordinator. Any changes to the policy will be clearly communicated to all members of staff involved in the Sex and Relationship Education programme.

### **RSE Policy Development and Review Date**

This policy will be reviewed on **1<sup>st</sup> September 2026**.

It will be reviewed by the Director of PSHE following consultation with Governors, senior staff, parents and students.

This will ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current Department for Education advice and guidance.

## Appendix A – RSE Topics

Prior to all topics, parents and guardians will receive an email to confirm the topic will soon be delivered and who to contact if there are any queries. This will also provide a detailed overview of the lessons, resources and signpost parents and guardians to helpful websites.

Further guidance on the RSE curriculum can be found on the PSHE page of the school website.

| Year group | Delivery time                                                      | Topic overview                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y7         | Half term 3                                                        | <ul style="list-style-type: none"> <li>• Puberty, physical changes and the teenage brain</li> <li>• Healthy/unhealthy relationships</li> <li>• Managing conflict</li> <li>• Consent</li> <li>• Child sexual exploitation and grooming</li> <li>• Body image</li> </ul>                                                                                                                                                  |
| Y8         | Half term 4                                                        | <ul style="list-style-type: none"> <li>• Relationship values and influences</li> <li>• Protected characteristics-including sexism, sexual orientation and gender</li> <li>• Consent and avoiding assumptions</li> <li>• Introduction to contraception</li> <li>• Child on child abuse</li> <li>• Child sexual exploitation and grooming</li> </ul>                                                                      |
| Y9         | Half term 3                                                        | <ol style="list-style-type: none"> <li>1. Fact checker and previous learning recap</li> <li>2. Contraception, sexual health support and unintended pregnancy</li> <li>3. Sexually transmitted infections</li> <li>4. Impact of pornography- including harmful sexualised images, misogynistic attitudes, sextortion and deep fakes</li> <li>5. Sexual harassment, sexualised violence and abusive behaviours</li> </ol> |
| KS4        | This content will be delivered through workshops over the 2 years. | <ol style="list-style-type: none"> <li>1. Body shaming</li> <li>2. Social media reputation and digital footprint</li> <li>3. Forced marriage</li> <li>4. Abusive relationships</li> <li>5. Unintended pregnancy</li> <li>6. Sexual harassment and bullying, violence and</li> </ol>                                                                                                                                     |



| Year group | Delivery time | Topic overview                                                                                                                                                       |
|------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |               | <p>abuse</p> <ol style="list-style-type: none"> <li>7. Managing conflict and break-ups</li> <li>8. Sexual pleasure and maintaining positive relationships</li> </ol> |



## Appendix B – Withdrawal from Sex Education Form

### PARENT FORM: WITHDRAWAL FROM SEX EDUCATION IN RSE

This form should be completed and emailed to the Headteacher.

|                                                                                   |  |      |  |
|-----------------------------------------------------------------------------------|--|------|--|
| Name of child                                                                     |  | Form |  |
| Name of parent                                                                    |  | Date |  |
| Reason from withdrawing from sex education within relationships and sex Education |  |      |  |
|                                                                                   |  |      |  |
| Any other information you would like us to consider                               |  |      |  |
|                                                                                   |  |      |  |



## Appendix C – Students should know

| Topic                                                  | Students should know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families</b>                                        | <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 right 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 and 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Respectful relationships, including friendships</b> | <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, misogyny and misandry 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> |
| <b>Online and media</b>                                | <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



| Topic                                                             | Students should know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Being safe</b>                                                 | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Intimate and sexual relationships, including sexual health</b> | <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> |





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