



Relationships and Sex Education (RSE) Policy

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1. INTRODUCTION

Life Skills Enterprise is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: Respectful, Responsible, Resilient and Reflective.

While this current policy document may be referred to elsewhere in Life Skills Enterprise documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Life Skills Enterprise.

The policy documents of Life Skills Enterprise are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

The aims of relationships and sex education (RSE) at our 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
- Enable pupils to develop healthy, respectful and inclusive relationships.
- Support pupils to recognise healthy and unhealthy behaviours, both offline and online.
- Equip pupils with the knowledge and confidence to make informed, safe and responsible decisions.
- Promote respect for diversity while recognising the importance of protected characteristics under the Equality Act 2010.
- Enable pupils to develop healthy, respectful and inclusive relationships.
- Support pupils to recognise healthy and unhealthy behaviours, both offline and online.
- Equip pupils with the knowledge and confidence to make informed, safe and responsible decisions.
- Promote respect for diversity while recognising the importance of protected characteristics under the Equality Act 2010.

At Life Skills Enterprise, RSE supports the school's ethos that pupils should feel safe, understood and ambitious for their future. It develops confidence, communication, resilience, emotional wellbeing, independence and the practical relationship skills needed for adulthood, community participation and future employment.

3. STATUTORY REQUIREMENTS

At Life Skills Enterprise, we teach RSE as set out in this policy.

As a primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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.

In teaching RSE, we're required 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

As a secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required 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

Life Skills Enterprise has regard to the revised Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education in force from 1 September 2026. The guidance applies to proprietors of independent schools. The school also has regard to the Equality Act 2010, the Education Act 1996 (including section 403), relevant independent school standards and safeguarding requirements.

4. POLICY DEVELOPMENT

This policy is developed and reviewed through consultation with staff, parents/carers, pupils in an accessible and developmentally appropriate way, and school leadership/governance. Feedback is considered alongside statutory guidance, safeguarding requirements and the needs of the pupils at Life Skills Enterprise. The final policy is approved through the school/Cavendish governance arrangements and made available to parents/carers.

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information, including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. DEFINITION

Life Skills Enterprise is an independent specialist school for pupils aged approximately 10 to 18. Relationships Education content is provided for primary-age pupils on roll, while secondary-age pupils receive Relationships and Sex Education in line with statutory requirements. Teaching is sequenced by pupils' developmental readiness and prior learning as well as chronological age, while maintaining an ambitious entitlement to essential safeguarding, relationship and health knowledge.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. CURRICULUM

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For any primary-age pupils at Life Skills Enterprise, the school may teach additional sex-education content beyond the statutory science curriculum where this is necessary to meet pupils' safeguarding, health and preparation-for-adulthood needs. Parents/carers will be informed of this content and the withdrawal provisions in this policy will apply where relevant.

Primary sex education 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 curriculum, see our curriculum map in Appendix 1.

7. DELIVERY OF RSE

Life Skills Enterprise delivers RSE through a specialist, autism-informed approach. Teaching is planned within PSHE/RSE and reinforced through safeguarding, online safety, science, life-skills and pastoral learning where appropriate. Content is explicit, carefully sequenced and regularly revisited so pupils can develop practical understanding and transfer learning to real-life contexts.

RSE is planned and delivered using adaptive teaching so it is accessible, meaningful and appropriately challenging. Staff may use clear literal language, visual supports, pre-teaching, social scenarios, repetition, structured discussion and checking for understanding. Learning may be delivered through whole-class, small-group or individual sessions where appropriate. Teaching takes account of each pupil's communication profile, sensory needs, cognitive and developmental stage, emotional regulation and EHCP outcomes, without lowering safeguarding expectations or withholding age-relevant protective knowledge.

Where appropriate, pupils may receive additional small-group or individual teaching to consolidate sensitive concepts, address gaps in understanding or support communication needs. Such arrangements are planned by the RSE/PSHE lead and teaching team and are not used to reduce the pupil's curriculum entitlement.

Staff delivering RSE work collaboratively with the DSL, pastoral staff and therapy/SEND colleagues where appropriate. Safeguarding disclosures or concerns arising during RSE are managed immediately under the Safeguarding and Child Protection Policy. Staff create a safe learning environment, establish appropriate ground rules and make clear that confidentiality cannot be promised where a pupil may be at risk.

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

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

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

Sex-education content beyond the science curriculum is selected to meet statutory RSE expectations and the needs of Life Skills Enterprise pupils. It may include puberty and body changes, consent and boundaries, healthy and unhealthy relationships, sexual health, contraception and sexually transmitted infections, online sexual risks and image-sharing, exploitation/coercion, and accessing trusted help and health services, taught at an appropriate stage and level of detail.

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

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

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

These areas of learning are taught within the context of family life, taking care to 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).

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.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- 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 differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support 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 our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

Where external organisations or resources are used, the school remains responsible for the curriculum. Providers are checked for suitability, safeguarding and competence; learning outcomes and materials are reviewed in advance; data-protection requirements are considered; and a member of school staff remains involved in delivery. External input must support, not replace, the school's planned RSE curriculum.

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that 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
- Share all external materials with parents and carers

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

9. ROLES AND RESPONSIBILITIES

The Governing Body/Directors

The governing body/directors will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

Paul Barrett, Headteacher, is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents/carers, and for managing requests to withdraw pupils from sex-education content within RSE in accordance with section 10 and current statutory guidance.

Staff

Staff are responsible for delivering RSE sensitively, modelling positive attitudes, monitoring progress, adapting teaching to individual need and responding appropriately to withdrawal arrangements. Rebecca Twinn, Head of Curriculum and Teaching & Learning, has curriculum oversight for the sequencing, quality and accessibility of RSE and works with the RSE/PSHE lead and teaching team. Craig Kelly, Lead DSL, provides safeguarding oversight and must be informed immediately of disclosures or concerns. Where appropriate, staff may draw on Kim (Pastoral), Lucy (Nurture and Wellbeing), Farrah Money (Occupational Therapist) and Rob Walker (Psychotherapist) to support accessibility, regulation and pupil wellbeing. These colleagues support, but do not replace, teacher-led statutory curriculum delivery. Staff do not have the right to opt out of teaching RSE; concerns should be discussed with the Headteacher.

Pupils

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

10. PARENTS' RIGHT TO WITHDRAW

Parents/carers do not have the right to withdraw a pupil from Relationships Education, from health-related content that forms part of the school's required PSHE provision, or from content taught as part of the science curriculum. For any primary-age pupil at LSE, parents/carers may request withdrawal from any additional sex education taught outside the science curriculum. For secondary-age pupils, parents/carers may request withdrawal from sex-education content within RSE that is not part of the science curriculum up to and until three terms before the pupil turns 16. Requests should be made in writing to Paul Barrett, Headteacher, using Appendix 3 or an equivalent written request. The Headteacher will offer to discuss the request, explain the educational and safeguarding purpose of the curriculum, clarify what can and cannot be withdrawn from, and consider reasonable adjustments. Unless there are exceptional circumstances, a secondary withdrawal request will be granted until three terms before the pupil turns 16. Consistent with the 2026 DfE guidance, in an exceptional case where a pupil's SEND and/or wider circumstances mean

that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, the Headteacher may decline a withdrawal request in the pupil's best interests. From three terms before a pupil turns 16, if the pupil wishes to receive sex education, the school will ensure it is provided in one of those terms and continues while the pupil remains at school. All discussions and decisions will be recorded. Where a pupil is withdrawn, the school will provide appropriate, supervised alternative education and will ensure that withdrawal does not prevent access to safeguarding information that the pupil remains entitled to receive.

11. TRAINING

Staff are trained on the delivery of RSE through induction and continuing professional development. Rebecca Twinn, Head of Curriculum and Teaching & Learning, coordinates curriculum-related training needs with the RSE/PSHE lead and Senior Leadership Team. Training includes the 2026 statutory RSE guidance, safeguarding and disclosure handling, SEND-accessible teaching, consent and healthy relationships, online sexual risks and appropriate use of resources. Craig Kelly, Lead DSL, contributes to safeguarding updates. Where useful, Farrah Money (Occupational Therapist), Rob Walker (Psychotherapist), Kim (Pastoral) and Lucy (Nurture and Wellbeing) may contribute specialist advice on access, regulation and wellbeing. External health or sexual-health professionals may also support staff development, but the school retains responsibility for curriculum content and delivery.

12. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Rebecca Twinn, Head of Curriculum and Teaching & Learning, working with the RSE/PSHE lead and Senior Leadership Team. Monitoring includes curriculum and planning scrutiny, learning walks and lesson visits where appropriate, pupil work and assessment information, accessible pupil voice, safeguarding and behaviour themes, parent/carer feedback, staff training needs, and review of whether teaching is appropriately sequenced and adapted for pupils' SEND. Craig Kelly, Lead DSL, contributes safeguarding intelligence where relevant. Outcomes inform curriculum improvement and are reported through school governance arrangements. Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

13. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Personal, Social, Health and Economic (PSHE) Education / Curriculum Policy
- Behaviour policy

Safeguarding and Child Protection Policy; Online Safety Policy; SEND Policy; Equality Policy; Behaviour Support and Anti-Bullying Policy; Curriculum Policy; Staff Code of Conduct; and Complaints Policy.

14. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Website, Online, hard copy in the school
Effective Date	July 2026
Next Review Date	July 2027

15. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

Life Skills Enterprise will make the RSE policy and curriculum overview available to parents/carers and will explain the purpose and content of RSE in accessible terms. Parents/carers may request to discuss curriculum content or resources with the school. Staff will respond to questions sensitively and transparently, while maintaining the statutory safeguarding and curriculum entitlement of pupils.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6 / primary-age pupils	Across the year	Relationships, friendships and families; respectful behaviour; privacy and boundaries; trusted adults and help-seeking; online relationships and safety; body changes/puberty through health/science and additional sex education where planned. • Things that cause conflict between my friends and me • What I do when my friend makes me upset	
Key Stage 3	Across the year	Healthy and unhealthy relationships; consent and personal boundaries; stereotypes and equality; online communication and image-sharing risks; puberty and sexual health foundations; grooming, exploitation and reporting concerns. • How boys' and girls' bodies change as we grow up, and how these changes affect us	
Key Stage 4	Across the year	Intimate and sexual relationships; consent and the law; contraception and STI prevention; coercion/abuse and exploitation; pornography and online sexual harms; pregnancy and sexual-health choices; accessing confidential support.	
Post-16 / preparation for adulthood	Across the year	Safe dating and adult relationships; consent, capacity and personal autonomy; sexual-health services; online safety and financial/relationship exploitation; workplace/community boundaries; independence, decision-making and accessing support.	

APPENDIX 2a: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

APPENDIX 2b: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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 relationships • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 3: PARENT/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Record the discussion with parents/carers, the statutory/non-withdrawable elements explained, any reasonable adjustments considered, the agreed withdrawal (if any), alternative education arrangements and the review date.