




Relationships & Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › To support and develop each child's understanding of self, and to build confidence and self-esteem.
- › To support and develop each pupil's understanding of positive emotional and mental wellbeing.
- › To reinforce and extend the limited social skills which many of our pupils' exhibit.
- › To enable the child to form and maintain positive relationships and friendships, and to promote concern for the feelings of others.
- › To educate pupils on health and safety and online safety issues, with the ultimate goal of enabling them to care for themselves.
- › To help children to reflect upon the causes and consequences of their behaviour.
- › To develop the sense that every individual within the school, and outside it, is of value and worthy of consideration or respect.
- › To give the pupil's the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse, and to empower the pupils to understand that they have rights over their own bodies and how to remain safe (both online and offline).
- › To raise pupil awareness of the importance of contributing to the well-being of the school community, and of the wider communities of which we are all members.
- › To teach RSE with care and empathy and in a way that is relevant and supportive of Meath students

2. Statutory requirements

As a primary NMSS we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

3. Policy development

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

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to contribute to the policy and curriculum development and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute to 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

4. Definition

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.

5. Curriculum and Delivery

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Planning responds to the individual needs of our children guided by the SEND Code of Practice and this is continually reviewed to reflect the comprehension and developmental levels of each class group.

Primary sex education include:

- › Explaining acceptable and unacceptable physical contact using the Meath School body map which identifies the different areas by colour coding. We will be using the terms:
 - › Red area – Don't touch
 - › Yellow area – Ask first
 - › Green area – Check it's OK
- › Being introduced to this through the PANTASAURUS with the emphasis on the word 'private'. Further information on this can be found on
- › <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- › Using the term 'vagina' as it is a more common label than the scientifically accurate term 'vulva'.
- › At EYFS and Key Stage 1 the children will be learning about body parts including the male and female sexual organs.
- › At Lower Key Stage 2 (Years 3 & 4) the children will be revisiting naming body parts and in addition learning about physical and emotional changes. Menstruation will be introduced in Year 4.
- › At Upper Key Stage 2 (Years 5 & 6) the children will be revisiting puberty and emotional changes and the changing adolescent body. At Year 6 only they will be learning about how a baby is conceived and develops and depending on the group of learners, will move onto how a baby is born.
- › The class teacher and therapists working with the children plan collaboratively to ensure that the level at which the learning is pitched is appropriate to the group and sensitive to age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.
- › For more information about our curriculum, see our curriculum map in Appendix 1.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Pupils also receive stand-alone sex education sessions as outlined above.

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

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, LGBT 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).

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

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

6.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Ginny Deane is the RSE lead at Meath School.

6.4 Pupils

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

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

8. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher (Curriculum) through: learning walks, observations and discussions. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher bi-annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum Map

PSHE and RSHE Medium Term Plan 2022-23

	EYFS & KS1	LKS2	UKS2 - Expected	UKS2 – Exceeded
Autumn	<p>KMKY: Self Manager (and Emotional Intelligence)</p> <ul style="list-style-type: none"> •Class rules •Learning behaviours •Attention and listening •FBV 	<p>KMKY: Self Manager (and Emotional Intelligence)</p> <ul style="list-style-type: none"> •Class rules •Learning behaviours •Attention and listening •FBV 	<p>KMKY: Self Manager (and Emotional Intelligence)</p> <ul style="list-style-type: none"> •Class rules •Learning behaviours •Attention and listening •FBV 	<p>KMKY: Self Manager (and Emotional Intelligence)</p> <ul style="list-style-type: none"> •Class rules •Learning behaviours •Attention and listening •FBV
	<p>Kapow: Health and wellbeing</p> <ul style="list-style-type: none"> •Physical health and wellbeing <ul style="list-style-type: none"> ○ People who keep us healthy ○ Sleep ○ Relaxation ○ Importance of exercise •Mental wellbeing <ul style="list-style-type: none"> ○ Strengths and qualities ○ Empathy ○ Personal goals ○ Perseverance ○ What is a stranger? ○ Trusted adults •Friendships •UNICEF Rights Respecting School 	<p>Kapow: Health and wellbeing</p> <ul style="list-style-type: none"> •Physical health and wellbeing <ul style="list-style-type: none"> ○ Healthy lifestyle ○ Relaxation ○ Balanced diet ○ Jobs •Mental wellbeing <ul style="list-style-type: none"> ○ My identity ○ My strengths ○ Overcoming problems ○ Experiencing mental health problems ○ What is a stranger? ○ Trusted adults •Friendships •UNICEF Rights Respecting School 	<p>Kapow: Health and wellbeing</p> <ul style="list-style-type: none"> •Physical health and wellbeing <ul style="list-style-type: none"> ○ Benefits of sleep ○ Relationship between stress and relaxation •Mental wellbeing <ul style="list-style-type: none"> ○ Stress ○ Setting and achieving targets ○ Using failure to help my learning ○ What is a stranger? ○ Trusted adults •Friendships •UNICEF Rights Respecting School 	<p>Kapow: Health and wellbeing</p> <ul style="list-style-type: none"> •Physical health and wellbeing <ul style="list-style-type: none"> ○ Looking after my own health ○ Relaxation strategies •Mental wellbeing <ul style="list-style-type: none"> ○ Personal qualities ○ Resilience ○ Identifying and planning for long term goals ○ What is a stranger? ○ Trusted adults Friendships <ul style="list-style-type: none"> •UNICEF Rights Respecting School
	<p>Friends Group - Feelings and emotions</p> <ul style="list-style-type: none"> • Emotional vocabulary • Using 'Zones' • Identifying how they feel and accessing the 'Zones' board 	<p>Friends Group -Emotions</p> <ul style="list-style-type: none"> • Building on their emotional vocabulary • Using 'Zones' • Identifying how they feel and accessing the 'Zones' board 	<p>Friends Group - Managing my feelings</p> <ul style="list-style-type: none"> • Building on their emotional vocabulary • Using 'Zones' • Identifying how they feel and accessing the 'Zones' board 	<p>Friends Group - Managing my feelings</p> <ul style="list-style-type: none"> • Building on their emotional vocabulary • Using 'Zones' • Identifying how they feel and accessing the 'Zones' board

	<ul style="list-style-type: none"> Identifying how others feel in videos and photos 	<ul style="list-style-type: none"> Identifying how others feel in videos and photos Building awareness of strategies to use 	<ul style="list-style-type: none"> Identifying how others feel in videos and photos Understanding their actions have an impact on other's emotions Building awareness of strategies to use 	<ul style="list-style-type: none"> Identifying how others feel in videos and photos Understanding their actions have an impact on other's emotions Building awareness of strategies to use
Spring	<p align="center">KMKY: Play (and Social Competence)</p> <ul style="list-style-type: none"> Playground rules Individual play Sharing Group play FBV 	<p align="center">KMKY: Play (and Social Competence)</p> <ul style="list-style-type: none"> Playground rules Individual play Sharing Group play FBV 	<p align="center">KMKY: Play (and Social Competence)</p> <ul style="list-style-type: none"> Playground rules Individual play Sharing Group play FBV 	<p align="center">KMKY: Play (and Social Competence)</p> <ul style="list-style-type: none"> Playground rules Individual play Sharing Group play FBV
	<p align="center">Kapow: Families and Relationships</p> <ul style="list-style-type: none"> Family <ul style="list-style-type: none"> People in our family and how we're related Understanding that families can include a range of people how different members of a family are related to each other What is a stranger? Trusted adults Friendships <ul style="list-style-type: none"> Positive play Friendly behaviours UNICEF Rights Respecting School 	<p align="center">Kapow: Families and Relationships</p> <ul style="list-style-type: none"> Family <ul style="list-style-type: none"> Learning that families can be made up of different people Understanding that families offer care, love and support each other What is a stranger? Trusted adults UNICEF Rights Respecting School 	<p align="center">Kapow: Families and Relationships</p> <ul style="list-style-type: none"> Family <ul style="list-style-type: none"> Understanding that families are varied, in the UK and across the world Understanding and respecting for these differences Being proud of our positive attributes What is a stranger? Trusted adults UNICEF Rights Respecting School 	<p align="center">Kapow: Families and Relationships</p> <ul style="list-style-type: none"> Family <ul style="list-style-type: none"> Understanding that we all have different positive attributes and we should be proud of these Learning what marriage is and that it is a choice that people make Learning that sometimes families can make children feel unhappy or unsafe and that there is help available What is a stranger? Trusted adults UNICEF Rights Respecting School

<p>Friends Group ‘All About Me’ developing children’s understanding of themselves, their strengths & difficulties, support strategies and developing their confidence to share this information with others</p>	<p>Friends Group ‘All About Me’ developing children’s understanding of themselves, their strengths & difficulties, support strategies and developing their confidence to share this information with others</p>	<p>Friends Group ‘All About Me’ developing children’s understanding of themselves, their strengths & difficulties, support strategies and developing their confidence to share this information with others</p>	<p>Friends Group ‘All About Me’ developing children’s understanding of themselves, their strengths & difficulties, support strategies and developing their confidence to share this information with others</p>
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<p>Summer</p>	<p>KMKY: Creative and Reflective thinkers (and Resilience)</p> <ul style="list-style-type: none"> • Myself • Learning to learn • FBV 	<p>KMKY: Creative and Reflective thinkers (and Resilience)</p> <ul style="list-style-type: none"> • Myself • Learning to learn • FBV 	<p>KMKY: Creative and Reflective thinkers (and Resilience)</p> <ul style="list-style-type: none"> • Myself • Learning to learn • FBV 	<p>KMKY: Creative and Reflective thinkers (and Resilience)</p> <ul style="list-style-type: none"> • Myself • Learning to learn • FBV
	<p>Kapow: Safety and the changing body</p> <ul style="list-style-type: none"> • Being safe (including online) <ul style="list-style-type: none"> ○ Responding appropriately to adults ○ What to do if I get lost ○ Hazards in the home ○ People who keep me safe ○ Understanding appropriate physical contact ○ Road safety ○ Online safety ○ Privacy and naming private body parts • Drugs, alcohol and tobacco <ul style="list-style-type: none"> ○ Knowing what is safe to put in or on my body ○ Being safe around medicines 	<p>Kapow: Safety and the changing body</p> <ul style="list-style-type: none"> • Being safe (including online) <ul style="list-style-type: none"> ○ Road safety ○ Being a responsible digital citizen ○ Cyberbullying ○ Recognising unsafe digital content ○ How to seek help ○ Difference between private and public ○ Age restrictions ○ Sharing online information • Drugs, alcohol and tobacco <ul style="list-style-type: none"> ○ Being influenced ○ Exploring choices and decisions ○ Dangers of tobacco • The changing adolescent body 	<p>Kapow: Safety and the changing body</p> <ul style="list-style-type: none"> • Being safe (including online) <ul style="list-style-type: none"> ○ Safe online relationships ○ Recognising online risks and how to stay safe • Drugs, alcohol and tobacco <ul style="list-style-type: none"> ○ Understanding the influence others can have on me ○ Peer pressure • The changing adolescent body <ul style="list-style-type: none"> ○ Physical changes from childhood to adulthood ○ Puberty, including menstruation ○ Emotional changes during puberty ○ <i>How a baby is conceived and develops (Year 6 only)</i> 	<p>Kapow: Safety and the changing body</p> <ul style="list-style-type: none"> • Being safe (including online) <ul style="list-style-type: none"> ○ Reliability of online information ○ Online relationships, including dealing with problems ○ Online relationships being the same as face-to-face ○ Where to get help with online problems • Drugs, alcohol and tobacco <ul style="list-style-type: none"> ○ Dangers of alcohol • The changing adolescent body <ul style="list-style-type: none"> ○ Changes experienced during puberty ○ <i>How a baby is conceived and born (Year 6 only)</i>

<ul style="list-style-type: none"> ●The changing adolescent body <ul style="list-style-type: none"> ○ Naming body parts ●Basic first aid <ul style="list-style-type: none"> ○ What is an emergency? ●Kapow: Health and wellbeing - Health and prevention: <ul style="list-style-type: none"> ○ Hand hygiene ○ Sun safety ○ Allergies ○ Looking after my teeth ●What is a stranger ? ●Trusted Adults ●UNICEF Rights Respecting School 	<ul style="list-style-type: none"> ○ Physical and emotional changes as I grow up ●Basic first aid <ul style="list-style-type: none"> ○ Calling the emergency services ○ Responding to bites and stings ○ Helping someone with asthma ● Kapow: Health and wellbeing - Health and prevention: <ul style="list-style-type: none"> ○ Looking after my teeth ●What is a stranger ? ●Trusted Adults ●UNICEF Rights Respecting School 	<ul style="list-style-type: none"> ●Basic first aid <ul style="list-style-type: none"> ○ Helping someone who is bleeding ●Kapow: Health and wellbeing Health and prevention: <ul style="list-style-type: none"> ○ Risks of sun exposure ●What is a stranger ? ●Trusted Adults ●UNICEF Rights Respecting School 	<ul style="list-style-type: none"> ●Basic first aid <ul style="list-style-type: none"> ○ Helping someone who is choking ○ Helping someone who is unresponsive ● Kapow: Health and wellbeing Health and prevention: <ul style="list-style-type: none"> ○ Preventing illness ○ Immunisations ●Signs of illness ●What is a stranger ? ●Trusted Adults ●UNICEF Rights Respecting School
<p>Friends Group</p> <ul style="list-style-type: none"> ● Respectful relationships: How people show their feelings (within teaching of emotions Autumn term) <ul style="list-style-type: none"> ● Working with different people <p>Friends group activities includes:</p> <ul style="list-style-type: none"> ● Working together for a common goal e.g. Mr Potato Head ● Requesting and responding to peers ● Taking turns ● Requesting ‘help’ 	<p>Friends Group</p> <ul style="list-style-type: none"> ● Friendships: Resolving friendship problems, modelling and starting to encourage in specific activities. ●Respectful relationships: <ul style="list-style-type: none"> ○ Non-verbal communication (introduced alongside emotions Aut term and practised in activities in Summer term) ○ Listening skills ○ How my behaviour affects others (drip fed alongside play/tasks) ○ Friends group activities includes: <ul style="list-style-type: none"> ● Working together for a common goal e.g. Lego therapy ● Requesting and responding to 	<p>Friends Group</p> <ul style="list-style-type: none"> ● Friendships: <ul style="list-style-type: none"> ● Working together for a common goal e.g. Lego therapy ● Taking part in simple games with rules ● Starting to learn from friendship difficulties within tasks e.g. what they could say/do differently ● Recognising social characteristics and inappropriate social interactions e.g. talking too much about yourself, getting 	<p>Friends Group</p> <ul style="list-style-type: none"> ●Friendships: Resolving conflicts in friendships using ‘Superflex’ or alongside games/structured play <p>Friends group activities includes:</p> <ul style="list-style-type: none"> ● Working together for a common goal e.g. Lego therapy ● Taking part in simple games with rules ● Starting to learn from friendship difficulties within tasks ● Recognising social characteristics and inappropriate social

		peers and using other relevant social behaviours e.g. eye-contact, taking turns etc. <ul style="list-style-type: none"> • Taking part in simple games with rules 	stuck on your own ideas, standing too close to others using 'Superflex' characters. <ul style="list-style-type: none"> • Starting to recognise social behaviours in themselves and using appropriate strategies to reduce these 	interactions e.g. talking too much about yourself, getting stuck on your own ideas, standing too close to others using 'Superflex' characters. Starting to recognise social behaviours in themselves and using appropriate strategies to reduce these
All Year TLG Levels	TALK <ul style="list-style-type: none"> • Attention and Listening • Understanding Questions • Expressive Communication 	LEARN <ul style="list-style-type: none"> • Behaviour for Learning • Social Awareness & Relationships 	GROW <ul style="list-style-type: none"> • Emotional Aspects • Resilience & Independence 	

Re-visit each term

Unicef Rights Respecting School - Articles changed fortnightly.

FBV Democracy, Rule of Law, Respect and Tolerance, Individual Liberty

Overlaps with learning from 'Knowing Me, Knowing You'

Overlaps with learning from 'Computing'

Overlaps with learning from 'Science'

SLT covers in 'Friends Group' so could be taken out of teacher's lessons

Further Areas of the New PHSE Curriculum:

Change and Loss - limited curriculum time to explore effectively as a unit of work. Changes discussed daily e.g. adaption timetable/staffing/updates own targets/seasons. Where whole school change/loss class discuss and run through new item/system repeatedly to ease children into a change, social stories used where appropriate. *ELSA* or *Safeguarding & Pastoral Lead* referrals made where appropriate. Weekly class team meetings support individuals dealing with change/loss/bereavement. Transition – see separately.

Bullying - this area is approached through positive friendship approach, progressing to a self-advocacy route, developing pupils self-help skills e.g. say "stop I don't like that" or asking for help. A playground buddy scheme is in place, to support peer interaction and positive play. Staff in the playground monitor playground behaviour daily, and feedback to staff teams. Staff teams review weekly, and action where needed by 1:1 small group talks, social stories, class discussions, and scenario drama sessions. Behaviour plans put in place where needed and parents and class teams involved.

Stereotypes: This topic is approached throughout the whole curriculum. Resources are carefully selected to show a range of roles and opportunities for all.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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

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

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



To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

Appendix 4: Body Map

