



Relationships and Sex Education Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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1. Scope

This policy applies to all schools within Swale Academies Trust.

2. Aims

The aims of relationships and sex education (RSE) within our Trust 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
- Support character development to prepare young people for the future

3. Statutory requirements

At our **primary** schools 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](#).

At our **primary** schools we teach RSE as set out in this policy.

At our **secondary** academy schools, we must provide RSE to all pupils 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](#).

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

4. 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 Cross-Trust 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 and any interested parties were invited to share their views and thoughts about the policy. Schools are expected to continue consultative conversations with parents about the RSE curriculum, at least annually.
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE. We continually

seek the views of our pupils as we refine and develop the RSE curriculum

5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

RSE within our **primary** schools extends beyond what is covered within the national curriculum expectations for science.

Secondary sex education will focus on:

- Intimate sexual relationships and sexual health
- Online media including risky behaviours

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

7. Delivery of RSE

Across our Trust schools, RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms. We help our children to reflect sensitively that some may have a different structure of support around them. Providing opportunities to build their character.

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious

education (RE).

In our **primary** school's 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

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) • How a baby is conceived and born

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

In our **secondary** schools, 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.

8. Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

9. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

10. Roles and responsibilities

10.1 The Governing Body

Local Governing Bodies will monitor the ongoing implementation of this policy.

10.2 The Head teacher

Head teachers are responsible for ensuring that RSE is taught consistently in schools across the Trust, and for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSE (see section 8).

10.3 Staff

All staff in all schools across the Trust 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 as outlined in this Trust policy. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher of their school.

10.4 Pupils

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

In our Trust **primary** school's parents have the right to withdraw their children from the non-statutory components of sex education within RSE as outlined below and in appendix 1.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum).
- How a baby is conceived and born.

In our Trust **secondary** school's parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

12. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a Cross-Trust working party annually. At every review, the policy will be approved by local governing bodies.

Appendix 1: Curriculum map

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I enjoy working with others to make school a good place to be.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights and this means we should be</p>	<p>I understand the rights and responsibilities as a member of my class.</p> <p>I understand the rights and responsibilities of being a member of my class.</p> <p>I know my views are valued and can contribute to the Learning Charter.</p> <p>I can recognise the choices I make and understand the consequences.</p> <p>I understand my rights and responsibilities within our Learning Charter.</p>	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I understand the rights and responsibilities for being a member of my class.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I understand how following the Learning Charter of my class will</p>	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p>	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I understand who is in my school community, the roles they play and how I fit.</p> <p>I understand how democracy works through the school council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice</p>	<p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I understand my rights and responsibilities as a citizen of my country and a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p>

	<p>allowed to learn and play.</p> <p>I am learning what being responsible means.</p>		<p>help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>I can make responsible choices and take action.</p> <p>I understand my actions affect others and try to see things from their points of view.</p>	<p>benefits the school community.</p>		<p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>
<p>Celebrating Difference</p>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to</p>	<p>I can identify similarities between people in my class.</p> <p>I can identify differences between people in my class.</p> <p>I can tell you what bullying is.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is ok to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I understand that everybody's family is different and important to them.</p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I recognise that some words are used in hurtful ways.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I can tell you a time when my first</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can compare my life with people in the developing world.</p> <p>I can understand a different culture from my own.</p>	<p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>

	stand up for myself when someone says or does something unkind.				impression of someone changed when I got to know them.		
Dreams & Goals	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give you until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it</p>	<p>I can set simple goals.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	<p>I can choose a realistic goal and think about how to achieve it.</p> <p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group</p> <p>I can tell you some ways I worked well with my group.</p> <p>I know how to share success with other people.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I can tell you about some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself and others to the group's achievement.</p>	<p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</p> <p>I can encourage my peers to support young people here and abroad</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me</p>

	means to feel proud.					to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	and can accept their praise.
Healthy Me	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me,</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I understand that medicines can help me if I feel poorly and I know to use them safely.</p> <p>I know how to keep safe when cross the road, and about people who can help me stay safe.</p>	<p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can decide which foods to eat to</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>I can tell you my knowledge and attitude towards drugs.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can identify when something feels safe or unsafe.</p> <p>I understand how complex my body is and how important it is to take care of it.</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I understand there are people who take roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I understand how the media and celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body, particularly the liver and heart.</p> <p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>

	I know what a stranger is and how to stay safe if a stranger approaches me.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	give my body energy.		I know myself well enough to have a clear picture of what I believe is right and wrong.	healthy eating and the choices I need to make to be healthy and happy.	
Relationships	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify what being a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community.</p> <p>I can recognise my qualities as a person and a friend.</p> <p>I can tell you why I appreciate someone who is special to me.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p>	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify someone I love and can express why they are special to me.</p> <p>I can tell you about someone I know that I no longer see.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I understand that there are rights and responsibilities in an online community or social network.</p> <p>I know there are rights and responsibilities when playing a game online.</p> <p>I can recognise when I am spending too much time using devices (screen time).</p> <p>I can explain how to stay safe when using technology with my friends.</p>	<p>I know that it is important to take care of my mental health.</p> <p>I know how to take care of my mental health.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can judge whether something online is safe and helpful for me.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>

			<p>who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p>	<p>I know how to express my appreciation to my friends and family.</p>			
<p>Changing Me</p>	<p>I can understand that everyone is unique and special.</p> <p>I can express how I feel when I am happy.</p> <p>I can understand and respect changes that will happen to me.</p> <p>I can look forward to change.</p>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that make boys different from girls and can use the correct names for these: penis, testicles, vagina.</p> <p>I understand that every time I learn something new I change a little bit.</p>	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus.</p> <p>I understand what a baby needs to live and grow.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys' and girls' bodies change on the outside</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I know how the circle of change works and can apply it to</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>

		<p>I can tell you about changes that have happened in my life.</p>	<p>appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I move to a new class.</p>	<p>growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school.</p>
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Appendix 2: By the end of primary school pupils 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
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

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

	<p>trying until they are heard</p> <ul style="list-style-type: none"> • 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
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Appendix 3: By the end of secondary school pupils should know

<p>Families</p>	<ul style="list-style-type: none"> • 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 their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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 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
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • 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 • 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

	<p>respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
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<p>Being safe</p>	<ul style="list-style-type: none"> • 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)
<p>Intimate and sexual relationships, including sexual health</p>	<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
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Appendix 4: 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.