



**Cabot**  
Learning  
Federation

**RSHE Policy including  
Relationships Education,  
Health Education and Sex  
Education**

**Date Adopted: July 2020, Cabot Learning Federation**  
**Implementation Date: 1<sup>st</sup> September 2020**  
**Reviewed September 2024**

**Commented [JS1]: Updated**

**History of most recent Policy changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g., Whole Document	Detail of change	Reason for change
14 July 2020	Whole Document	Creation of Policy	In line with new RSHE legislation 2020.
October 2020	Appendices and updates	Consultation with families – during Term 1 2020	Updates to reflect the consultation
November 2021	Minor edits and EQIA	Reflecting feedback from BBA consultation and other local academy feedback.	Updates to reflect the consultation as part of annual review cycle <b>Referencing the guidance relating to three terms before leaving students need the content.</b>
October 2022	Minor edits only	Reflecting updated statutory documents including Keeping Children Safe in Education and updated policy documents.	Update for annual review
September 2023	Minor edits	Updates to reflect changes to Ofsted framework and guidance on inspecting the teaching of Protected Characteristics	Further guidance from VVW to reflect the DfE updates in relation to RSHE.
September 2024	Minor edits	Change of government TBC RSE Review July 2024 TBC	DfE updates following review.

**Commented [JS2]:** We may have to write a new version based upon change of government and review in July.

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## Introduction

- 1.1 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 1.2 An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). **This became active from September 2020.**
- 1.3 **This policy is also underpinned by a range of other legislation and guidance – please see appendix 1 for a full list and links to the additional documentation.**

## 2 Aims

- 2.1 The aims of the policy are:
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, and to make sense and meaning of themselves and their world, to gain a sense of self, sense of place and develop self-agency to enable them to make positive choices in life and their community.
  - To enable pupils to be healthy, safe and informed young people, who can make positive life choices and prepare for the physical and emotional changes they will encounter as they grown into young adults.
- 2.2 Pupils take part in a variety of learning opportunities across and beyond the curriculum, contributing fully to the life of their school and communities and being active citizens. In doing so they learn to recognise their own worth, work well with others, and form positive relationships, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They become aware of their own feelings and the feelings of others. They also develop their own opinions and values, and recognise that the opinions and values of others may be different from theirs.
- 2.3 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 2.4 The Cabot Learning Federation is committed to, recognises, and celebrates diversity and intersectionality, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all

we do. In relation to the enactment of this policy, this commitment and celebration of diversity will include:

- Develop an understanding of, recognise and respect a range of family groups, including marriage, civil partnerships including same sex relationships, long term partnerships, single parent families and fostered and adopted families.
- Respect our culturally and socially diverse communities and challenge any prejudice and discrimination when it occurs, in line with our HEART values across the trust.
- Understand the democratic process that protects individual liberty.

2.5 At JCA we choose to deliver Personal, Social, Health Education using EC Publishing and other accredited resources. We also source materials recommended by the PSHE Association to support our PSHE curriculum and drop down 'safety days'. This is a mindful approach to PSHE. This is supplemented with additional resources where appropriate.

2.6 Jigsaw is used as a resource in many of our Primaries.

2.6.1 Jigsaw covers all areas of PSHE for the primary phase, as the table below shows: (individual academies to order)

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

### 3 Relationship and Sex Education (Relationships, Health and Sex Education)

3.1 Definition:

3.1.1 From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing*

*adolescent body*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

- 3.1.2 Effective Relationships, Health and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

### 3.2 Compulsory aspects of Relationships, Sex and Health Education.

- 3.2.1 End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). These are available in Appendix 1.

- 3.2.2 The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

- 3.2.3 RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RSHE is an important part of **Personal, Social, Health and Economic education (PSHE)** (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

**Commented [JSJ3]:** It is not personal social and health education!!!

- 3.2.4 RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy

- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

### 3.3 The role of the Principal, Academy Council and CLF Board

3.3.1 It is the responsibility of the CLF board to ensure that as well as fulfilling their legal obligations, the boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor the RSHE policy on an annual basis

Commented [JSJ4]: RSHE NOT RHSE

3.3.2 The Principal liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Academy Council, when requested, on the effectiveness of the policy. Parents have been consulted on the RSHE policy into practice and provision and have the opportunity to express their views.

### 3.4 Equalities

3.4.1 The Equality Act 2010 determines the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination, and in a way which supports a clear understanding of the protected characteristics under the Equalities Act 2010. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including, when thinking specifically about Relationships, those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

3.4.2 Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

3.4.3 "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

3.5 EEC Publishing RSE sample content (this is being updated/relaunched in 2024)

3.5.1

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don’t always get along.</p> <p>Love and relationships – Falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home</p>	<p>Who are the LGBTQ+ community and what would they like us to know?</p> <p>Why are British communities so diverse?</p> <p>Immigration and diversity focus.</p> <p>What are domestic violence and abusive relationships?</p> <p>Healthy and unhealthy relationships.</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body image and the media focus on girls</p> <p>Body image and the media - does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)</p> <p>What is peer-pressure - why is it so powerful and how can we overcome this?</p>	<p>Same sex relationships (LGBT+)</p> <p>What are forced and arranged marriages and what do we need to know?</p> <p>Gender and Trans Identity LGBT+</p> <p>How can we manage conflict successfully?</p> <p>Why do sexism, gender prejudice and stereotypes still exist?</p> <p>What is community cohesion and why is this important? (British Values)</p> <p>Revenge Porn – what is this and how can we prevent ourselves from being victims?</p> <p>Do we have healthy or unhealthy relationships with our role models?</p> <p>Harassment and stalking – what are these things and what does the law say about it?</p> <p>Parenting, the different types and styles and looking after a child.</p>	<p>Bullying – Body Shaming.</p> <p>Relationship Break Ups.</p> <p>What is ‘Good Sex’?</p> <p>Why is it essential we know about consent, rape and sexual abuse?</p> <p>How can we make ourselves and other people feel more positive and why is happiness important?</p> <p>Relationship types and sexuality.</p> <p>What is Chem Sex and what do we mean when we talk about safe sex?</p>



	<p>and why is this so dangerous? Body image and the media part 1 with a focus on boys.</p>			
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3.6 Withdrawal from Relationship and Sex Education lessons

3.6.1 Parents/carers have the right to withdraw their children from Sex Education provided at school **except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education**. Those parents/carers wishing to exercise this right are invited in to see the Principal in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Withdrawal will be monitored across the trust to enable us to work positively and proactively with families and community groups. Once a child has been withdrawn they cannot take part in the **specific sex education lessons (this does not include the science lessons)** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).**

3.7 Working with parents and carers

3.7.1 The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex, health and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

#### 4 Health Education including substance education, mental health education and safety education

4.1 Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. Safer online awareness through the curriculum – in the CLF RSHE curriculum content, children are given the opportunity to learn about how to keep themselves and others safe online. Proactive and preventative curriculum content which addresses contextual safeguarding risks is planned in through clear and regular communications within Safeguarding and Leadership teams. Within the CLF Safeguarding policy 2022, there is an expectation that the Designated Safeguarding Lead works alongside the SLT and teaching teams to develop an effective and proactive culture of safeguarding across the Academy, including links to Online Safety, Relationship, health and sex education and PSHE.

#### 4.2 Moral and Values Framework

4.2.1 The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

#### EEC's Health Education Content

4.2.2 The grid below shows specific Health Education content for each year group:

Year 7	Year 8	Year 9	Year 10	Year 11
What do we mean by a healthy lifestyle? Health I introduction.	Personal development and target setting – how can I improve my skills and behaviour?	Why do we need to keep to rules in order to succeed?	How can we manage our time effectively to help us succeed?	Why is PSHE so important?
How can I keep healthy? Food groups, diet and nutrition.	How can self-confidence boost our achievement?	How can we foster a Growth Mindset to succeed and achieve?	Can tattoos and piercings be dangerous?	Risk Taking - Gambling and Online Gaming
Eating responsibly – Food labels and health hazards.	How can I manage my behaviour to achieve targets and goals?	How can I develop interpersonal skills to help me succeed?	Why do some people commit suicide?	Perseverance and Procrastination.
Healthy Living – exercise and keeping active.		How can we manage the	How can we manage grief and bereavement?	Privilege – How does this affect us all?
Not eating healthily - what			How can we manage social anxiety?	Why do we need sleep and how does sleep deprivation affect us?

<p>are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and passive smoking</p> <p>Puberty – what happens, when and why Periods – what happens, when and why.</p> <p>FGM – what is this and why is it so dangerous?</p> <p>Introduction to mental health issues - depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>Why do teenage parents have it so tough?</p> <p>How we can avoid teenage pregnancy.</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency?</p> <p>Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How Can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours) Cancer Awareness</p>	<p>stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and consequences can this have?</p> <p>What are the short and long-term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p> <p>Responsible health choices – blood donation, stem cells,</p>	<p>Why do some people become homeless and why is homelessness on the increase?</p> <p>What are hate crimes and why do these still happen?</p> <p>What is binge drinking, what are the risks and why do people still do it?</p> <p>Study Skills – the power of mind and memory.</p> <p>Social Media and Self-Esteem</p> <p>Internet Safety – the dangers of excessive screen time</p> <p>How can we take steps to live more sustainably? (carbon footprint)</p>	<p>Why is our digital footprint important?</p> <p>How can we celebrate diversity and our identities?</p> <p>What is body positivity and is why is this controversial? (obesity issues)</p> <p>Personal Safety in the Wider World</p> <p>Fertility and reproductive health issues (2 hours)</p> <p>NEW – First Aid - CPR</p>
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		vaccinations (2 hours)		
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#### 4.3 Differentiation/SEND

4.3.1 As will all subjects, teachers will need to tailor each lesson to meet the needs of the children in their class.

4.3.2 They will consider:

- How the needs of particular pupils will be met
- How provision is inclusive of all pupils and consistent with the Equality Act

#### 4.4 Safeguarding

The school has a separate Safeguarding and Child Protection Policy. RSHE, Online Safety, PSHE - all play an important part in helping children to understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it. Effective RSE may bring about disclosures of child protection issues and staff are fully aware of the procedures for reporting their concerns. Safeguarding through the curriculum is an essential aspect of the enactment of this policy. Children are taught about how to stay safe online, through both the RSHE and the computing curriculum, in addition to the broader PSHE curriculum.

4.4.1 Teachers need to be aware that sometimes disclosures may be made during RSHE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

#### 4.5 Monitoring and evaluation

4.5.1 The RSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

4.5.2 Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

#### 4.6 External contributors

4.6.1 External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the RSHE and PSHE curriculum. Their input is carefully planned and monitored so as to fit into and complement the learning.

4.6.2 Teachers/leaders are always be present during these sessions and remain responsible for the delivery of the RSHE programme.

## Appendix 1 - DfE Expectations

### **By the end of primary school: Families and people who care for me**

Pupils should know

- 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<sup>13</sup> 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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.

**By the end of secondary school:**

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

**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 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.

**Respectful relationships, including friendships:**

Respectful relationships, including friendships Pupils should know

- 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 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**

Pupils should know:

- 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**



Pupils should know

- 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).

### **Intimate and sexual relationships, including sexual health**

Pupils should know

- 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 and menopause.
- 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.

Since September 2020 parents can only opt to withdraw their child from sex education elements of RSHE (not relationship elements), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school must make arrangements to provide the child with sex education during one of those terms.

## Appendix 2 – Legislation and Guidance

### Legislation:

- ☒ Education (Independent School Standards) Regulations 2014;
- ☒ Where relevant for a particular school: *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)
- ☒ Education and Skills Act 2008
- ☒ Education Act 2002
- ☒ Children Act 1989 (where relevant for a school within the Federation)
- ☒ Childcare Act 2006 (where relevant for a school within the Federation)
- ☒ Equality Act 2010
- ☒ Children and Families Act 2014
- ☒ Children and Social Work Act 2017
- ☒ Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- ☒ Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- ☒ Smoke-free (Premises and Enforcement) Regulations 2006

### Guidance

- ☒ DfE Relationships education, relationships and sex education and health education (DfE, June 2019)
- ☒ Keeping Children Safe in Education, (DfE, September 2022) (**KCSIE**) (*please note that this is due to be updated before September*)
- ☒ Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018)
- ☒ Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016)
- ☒ Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016);
- ☒ Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);
- ☒ Searching, screening and confiscation: advice for schools (DfE, January 2018)
- ☒ Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*

- ☐ [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)
- ☐ [DfE guidance on Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#) (DfE, 2014)
- ☐ [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
- ☐ [Testing for substance misuse in schools](#) (Medical Officers of Schools Association, October 2015);
- ☐ [DfE and ACPO drug advice for schools](#) (Department for Education and Association of Chief Police Officers, September 2012)
- ☐ [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)
- ☐ [Drug penalties guidance](#) (Gov.uk)