

# Relationships and Sexual Education & Wellbeing Guidelines

These guidelines have been produced to support staff to implement the Relationships and Sexual Wellbeing Policy and covers our approach to Relationship and Sex Education (RSE), not only in lessons but through the attitude of our staff and students alike and our ethos and approach and commitment to equality both within and outside of the classroom.

They aim to ensure a consistent approach for all students with how we support them to develop safe and positive relationships whilst at Young Epilepsy and to understand the appropriate boundaries within which we live, work and learn. The guidelines are explained to students through the relevant curricula that operate within the school and college. Where a student is in a residential placement the staff within the home also reinforces this learning and support them as necessary.

## 1. Statutory requirements

Young Epilepsy recognises that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, updated 2021 made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all students receiving primary and secondary education.

As a non-maintained special educational school, we recognise that in teaching RSE we must have regard to guidance issued by the secretary of state as outlined in the section 403 of the Education Act 1996.

Our teaching of RSE meets the requirements of the Department for Education's statutory guidance on Relationships and Sex Education and Health Education 2020.

At St Piers we teach RSE as set out in this policy.

### Definition

RSE is about learning accurate and age-appropriate skills, attitudes and knowledge the emotional, social, cultural development of students, 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. RSE also gives children and young

people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We also recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Sexual violence and Sexual harassment is not acceptable at Young Epilepsy and will not be tolerated. We are aware that children and young people with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers<sup>1</sup>.

This guidance should be read in conjunction with

- Keeping Children Safe in Education (statutory guidance)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)<sup>2</sup>
- Relationships Education, Relationships and Sex Education ( RSE) and Health Education (statutory guidance)<sup>3</sup>
- Equality act 2010 and schools

## **2. Underpinning Principles**

Young Epilepsy recognises that relationships and sexual wellbeing are important components of our students' lives, as they are for any young person. Relationships, in all of their many forms and types, are an important part of human life. Although some people may not care much for interactions and relationships with others, we know that everyone needs to have positive relationships with others in order to be safe and well, and so it is our responsibility to ensure that children and young adults receive support and information to achieve this.

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<sup>1</sup> Jones, L et al. (2012) Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. The Lancet July 2012.

<sup>2</sup> <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

<sup>3</sup> <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We acknowledge that in order for our students to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare our students to develop resilience, to know how and when to ask for help.

These guidelines consider supporting students with learning and development related to:

- **Relationships** (including friendships, family relationships, marriage and civil partnerships, intimate and sexual relationships, relationships with people online and boundaries and principles of positive relationships including looking at issues such as domestic violence)
- **Sexual Wellbeing** (including teaching about body parts, changes to the human body, human sexuality and gender, consent and sexual pressure, sexual behaviour, sexual and reproductive health, contraception, pregnancy and what the law says).

All young people have rights around their sexual health, wellbeing, identity and relationships along with Relationships and Sex Education. Young people also have the right to be protected from abuse and exploitation.

We know that all of the young people we support at Young Epilepsy can be extremely vulnerable to abuse and exploitation from others around them, and so it is our absolute duty to make sure they have the right support and education from Young Epilepsy services that allows them to have as happy, safe and fulfilled lives as possible.

In society, young disabled people are too often forgotten or not considered when it comes to discussions about sexual wellbeing, and this creates a significant risk to the safety and wellbeing of these young people, not to mention a violation of their rights. Young people want to have information and support regarding this area of their lives and so our aim is to ensure we provide this in the most appropriate way for each individual young person.

Young Epilepsy believes that empowering young people with the knowledge to make decisions and choices with regards to their relationships, sex and sexual health will lead to young people having safer and more fulfilling lives.

### **3. Aims**

The aims of relationships and sex education (RSE) at Young Epilepsy is to provide a framework in which sensitive discussions can take place and to ensure students learn about:

- Preparation for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- How to ensure they have feelings of self-respect, confidence and empathy.
- Creating a positive culture around issues of sexuality and relationships
- The correct vocabulary to describe themselves and their bodies.
- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online
- Knowledge around sex, sexual health and sexuality
- Enable our students to know how and when to ask for help, and where to access support.

The above learning should be underpinned by our school values to Be kind, Be empowered, Be inspired.

### **4. Supporting students to develop effective relationships**

Young Epilepsy aims to ensure that the environment for all students is free from exploitation and promotes British Values, equality and diversity, safety, independence, and informed choices. To do this we ensure the following:

1. Students' safety is always recognised as being paramount.
2. Our staff have a clear and consistent understanding of appropriate boundaries for relationships and behaviour, and students and parents are made aware of these boundaries.
3. We adopt a consistent approach but one that is individualised and takes into account a student's choice, their capacity to make that choice, management of risks to the student and those involved with them and any cultural issues that are important to them.
4. We have developed the curriculum in consultation with parents, pupils and staff taking into account the age, needs and feelings of pupils. Parents are

involved appropriately, and we aim to communicate as openly as possible, within the context of confidentiality and student choice;

5. Students are well informed to enable them to make the best choices and the curricula we have designed support these guidelines and our aspirations related to the policy.
6. If pupils ask questions outside of the scope of the policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
7. Staff understand that sexual behaviour is part of 'growing up', and offer support to young people that is dignified, respectful and right for them.

In producing these guidelines, we recognise that we have a diverse student population (including disability, age, ethnicity, religious beliefs, gender and sexuality) and we have specially designed these guidelines to enable us to differentiate our approach as necessary. This is especially important when defining boundaries and acceptable behaviours for an individual student.

## **5. Capacity/Consent**

The ability of the student to participate in a sexual relationship is dependent upon the student having the requisite level of capacity to be able to freely consent to this. In accordance with the Mental Capacity Act 2005 all students aged 16 and over should be assumed to have capacity unless it is established otherwise. An assessment regarding a student's capacity must be completed by someone who has received relevant training in doing so, and who has a good relationship with the student.

Specific capacity assessment and best interests' forms have been drafted for this purpose and are used by trained staff in order to decide how best to support a student. These forms are 'decision specific' and completed for each individual student per situation.

If the student has capacity and consents to a sexual relationship, then staff will endeavour to support the student as deemed appropriate but will regularly review the capacity assessment to ensure it remains applicable throughout the relationship. Whilst doing this staff are fully aware of the importance of the respecting the student's choice and their right to privacy.

If the student lacks the capacity to consent to be part of a sexual relationship, then Young Epilepsy will not support such a relationship as being in the student's best interests.

It is possible that being part of a non-sexual relationship may be in the best interests of a student who lacks capacity. This will depend on the individual circumstances and how strongly the student feels about the issue. This will be discussed with them as part of the best interest's decision-making process. It is important when consulting

with others as part of the best interest's decision process, to consider the student's right to confidentiality.

## **6. The Curricula**

There are two curricula in Young Epilepsy's education services, associated with relationships and sexual wellbeing and these are designed for young people under the age of 16 years and young people over the age of 16 years respectively. The former is delivered as part of the Personal, Social, Health, Citizenship and Economic curriculum in the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress in PSHCE lessons
- Responding to the individual needs of the students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.

Staff do not have the right to opt out of the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to speak to the principal.

Whilst the teachers of each class are responsible for the delivery of the RSE curriculum, support staff in the room will be supporting the learning for each of our young people in an appropriate manner.

The curricula are taught by a team of experienced teachers and lecturers within the education services. Lessons will be evaluated through student surveys and observed through periodic observations each year.

Both curricula have associated guidance documents, which have been designed by a subject matter expert and can be accessed through the Young Epilepsy Policy and Procedures Library and on the St Piers School and College websites.

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non -statutory/non science components of RSE.

The PSHCE lead Danny Hulme: Communication and Culture Leader in school, will coordinate the curriculum and monitoring through learning walks and observations. This policy will be reviewed annually or when deemed necessary to incorporate changes in statutory guidance and approved by the governing body and headteacher.

Staff are trained in RSE each year through our continuing CPD calendar. There will also be occasions where other professionals will be invited into school such as the

school nurses or sexual health professionals to provide support and training to staff teaching RSE.

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

The curricula will not always be delivered wholly through direct teaching of RSE certain topics will also be covered within other subject areas such as the science and physical education curriculums.

It is also important to recognise that learning about relationships and sexual wellbeing extends outside of 'formal' curricula. Staff within the residential services are also expected to support and help their students to learn about these areas of life. This may take place in keyworker sessions, student meetings or more on a more ad-hoc basis as and when a natural learning opportunity arises.

### **Relationship's education**

Relationship's education focuses on teaching the fundamental building blocks and characteristics including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and the use of media
- Being safe
- Intimate and sexual relationships , including sexual health

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).

***\*Please refer to St Piers Curriculum document alongside this guidance for more detail.***

The parents of students will be contacted directly and informed of our intention to teach the subject and they can choose whether or not they feel this is the appropriate point for each young person as our students do not necessarily follow a standard academic developmental rate.

The same process will apply to the staff who support the children and young people in Young Epilepsy's residential homes in recognition of their role as 'loco parentis'.

The curricula taught are sensitive, age and developmentally appropriate and based on current legislation and good practice.

## **7. Assessment and Learning of RSE**

St Piers School has worked alongside the Council for Disabled Children and the Sex Education Forum have both supported us in compiling a bespoke RSE curriculum and assessment framework, which sits under the Personal Development assessment area of EARWIG. The assessment tool also uses a bespoke framework for non-subject-specific learners to ensure we can meet the needs of all students in school and track their progress and learning effectively.

The curriculum includes all the necessary learning that our students deserve, to ensure they are as prepared for adulthood as much as possible. PSHE and RSE are embedded throughout the curricula and all lessons and activities will have an element of learning that supports our teaching of the subject. This could be through turn taking and sharing resources, working together to achieve a goal, making choices with increasing independence and being around others in a safe and enjoyable way. Evidence of learning and teacher assessments are then updated to get an accurate picture of learning needs within RSE.

Specific work on understanding puberty and the changes that occur at this stage of life are taught at an individual level and have already made a positive impact on some of our students who were struggling to understand the process they were going through, leading to some behaviours that challenged others. Puberty can be a scary time for young people, especially if they are not prepared in advance. At St Piers, we ensure puberty is taught at the correct age and individual level, working with parents and carers to ensure information is consistent and that real learning is happening. Students have access to learning about reproduction, safe sex and masturbation through the curriculum and careful consideration is given in advance of this teaching. Education staff work alongside therapy and parents or carers to carefully plan how and when these specific areas are taught. Students need a clear understanding of privacy and consent in order for them to understand and learn about the more, in depth areas of the curriculum. The Personal Development curriculum provides evidence and assessments for learning around puberty and can be used to inform next steps in learning for each individual.

The RSE curriculum has a strong focus on consent as well as sexual harassment. Students at school are taught about consent and the importance of asking and waiting for a response before acting. Students are taught that they have the right to say no and should respect other people's wishes if they say no. We are currently updating our student support plans to include information around how our students can say no, considering their preferred style of communication. This will enable all staff to be able to understand when a student is communicating their wishes, enabling them to model using consent to reinforce our students learning.

### **Sexual Harassment**



Government findings have shown that sexual harassment in schools is a serious concern and one that urgently needs addressing. At St Piers, we take the safety and wellbeing of our students very seriously and have a zero-tolerance approach to any kind of sexual harassment. All staff are trained in safeguarding and know what signs of abuse to look for to ensure our students are safe.

Teaching and learning around consent plays a large role in helping our students to understand their rights. Students on our Specialist Skills journey and some that are on the Skills for Life will receive focussed learning around appropriate touch and the importance of asking permission before touching others. They will learn about their rights as individual and develop their understanding of online safety and grooming in order to keep them as safe as we can when they are not in school. Those students who lack the understanding for this level of teaching will experience consent learning and appropriate touch through their staff modelling these behaviours, as outlined in the curriculum. The Personal Development and RSE assessment tool provides teachers a way of recording and evidencing learning, as well as providing an accurate portrayal of our students understanding and learning.

### **Right of Withdrawal**

Parents have the right to withdraw their children from non-statutory sex education elements of RSE but cannot withdraw children from Relationship's education.

Requests for withdrawal should be put in writing using the form found in appendix 2 of this policy and addressed to the headteacher.

Alternative work will be provided for students who are withdrawn from any element of sex education.

Before granting any such request, school leadership or the PSHE/RSE coordinator will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, Young Epilepsy will respect the parents' request to withdraw the child, 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, we will make arrangements to provide the child with sex education during one of those terms.

## **8. Appropriate boundaries for students under the age of 16 years in St Piers School and in the Children's Homes**

Children under the legal age of sexual consent are not entitled to have a sexual relationship with any other person whilst at Young Epilepsy and we are obliged to report any inappropriate behaviours to the Children's Social Care Team in Surrey and parents would also be informed. Whilst we will discourage all behaviours that could be deemed sexually inappropriate (see Brooks traffic light tool) for more information on what behaviour is deemed appropriate and inappropriate at different

stages in development), we also respect that many students behave in ways that appear sexual but have an underlying sensory or behavioural cause. Where this is the case we involve the relevant specialist teams to ensure that appropriate training and guidelines are in place so staff have guidance about the correct action to take and feel confident in supporting the child.

#### **9. Appropriate boundaries for young people in St Piers School aged 16 years or over**

St Piers School accepts a student intake between the ages of 5 and 19 years. This differs from mainstream schools and colleges and results in younger children and young adults being educated together. Whilst we respect the age of consent being 16 years, we do not permit behaviours that are sexual between students in the school. We believe this helps protect our younger students and those who lack capacity in this area, and that this creates a learning environment that feels safe and appropriate for all.

Where we identify older students in the school who have formed or are likely to form relationships that may become sexual in nature, we will endeavour to support them to make appropriate, informed choices. Our preference is to involve parents as much as possible and to encourage the students themselves to do so, whilst recognising the capacity and choices of the students involved.

Whilst we will discourage all behaviours that could be deemed sexually inappropriate or harmful we also understand that many students behave in ways that appear sexual but have an underlying sensory or behavioural cause e.g. exposure or masturbation in a public place. Where this is the case, we involve the relevant specialist teams to ensure that appropriate training and guidelines are in place so staff have guidance about the correct action to take and feel confident in supporting the young person.

\*Please refer to the Brooks traffic Light Tool for more information on what behaviour is deemed appropriate and inappropriate at different stages in development

#### **10. Appropriate boundaries for young people over the age of 16 years residing in our Children's boarding houses**

St Piers School has four boarding houses that support school age placements at Young Epilepsy, catering for students from 5 years through to 19 years. Whilst we ensure that we placement match the young people who reside together, there are often cases when students over and under 16 years of age reside together. We do not believe it is appropriate for young people in the children's houses to engage in sexual relationships in the home as to do so would potentially compromise the

comfort of younger students and may establish an inappropriate culture on the home.

### **11. Appropriate boundaries for young people at St Piers College over the age of 16 years**

All young people at St Piers College are over the age of 16 years and have therefore passed the legal age of consent to engage in sexual relationships should they choose to and have the capacity to make this choice. We recognise this is their human right and will support them to make informed decisions to pursue a lifestyle of their choice, but in doing so we will enable them to consider their own safety and wellbeing and that of others, as far as is reasonably possible whilst still acting responsibly. We will actively engage with young people through the curriculum to enable learning about safe and healthy relationships and appropriate behaviours, how to apply that learning, and support them to develop positive relationships.

Whilst we support the development of appropriate adult relationships, we also emphasise that the college is a learning environment and we will uphold appropriate boundaries in relation to overtly sexualised behaviour and we will discourage this during the college day. This helps us to ensure that the college environment is comfortable for all young people.

### **12. Appropriate boundaries for young people residing in our adult houses**

All students residing in our adult houses are over the age of 16 years and have therefore passed the age of consent to partake in sexual relationships. We also recognise that whilst students are with us, their home is at Young Epilepsy and they should therefore be afforded the rights and privileges to affect their choices in terms of relationships. We will engage with the young people through the curriculum to help them to understand appropriate behaviour and the parameters within which they can develop positive relationships.

Where a student makes known their choice or intention to develop a sexual relationship with another adult whilst living at Young Epilepsy we will attempt to discuss this with them in an open and supportive way. This might be through their college tutor or house manager or their keyworker, depending on their choice. We will also encourage them to discuss it with their parents or carer. The purpose of these discussions is to understand their expectations and how we can support them to make the right choices for them. We will individualise our approach and take into consideration the following:

1. Safety of the student and those with whom they have a relationship;
2. Consent and the ability to consent of the students involved;

3. Adherence to the boundaries within these guidelines;
4. The views of the young people involved, which we accept sometimes includes them expressing the wish not to discuss any of this with us.

In line with our aspiration to individualise our approach it is not possible to completely define the approach we will take in relation to student choice. We will, however, explain our rationale to the student when deciding how to appropriately support them in order to seek their understanding and agreement. This will be the case whether the student is wishing to engage in a relationship with another residential student, a day student or an adult external to Young Epilepsy.

### **13. Health Services**

The same principles as described above affect the children and young people within our health services e.g. Assessment Unit. It is not appropriate for any child or young person to engage in sexual activity in the health services as this provision is for children and young people of varying ages and for those who are sometimes going through very difficult challenges with rehabilitation and recovery. The children and young people in our health services are also only with Young Epilepsy for a short period of time and so supporting individuals to form relationships with one another would not usually be appropriate.

However we will where appropriate support children and young people in the health provision with their learning and understanding of positive relationships, sexual health and wellbeing.

### **14. Diversity**

These guidelines are applicable for all students at Young Epilepsy regardless of impairment, faith, culture, ethnicity, gender and sexual identity. In fact, it is crucial that staff are mindful of any characteristics which impact on support and education regarding Relationships and Sexual Wellbeing. For example, where a student expresses a particular faith or sexual orientation, staff must be sensitive of the impact this has on areas of support and teaching. We understand that this can be a complex area and we will seek to secure the support and input from other relevant professionals internally and externally to Young Epilepsy, in order to best support each student.

Young Epilepsy recognises and celebrates the uniqueness of each student and will offer the support and education that is best for them, and promote learning about equality and diversity within the context of relationships and sexual wellbeing education.

## **15. Support available for students and staff**

In supporting students to make informed choices and to help them effect that choice, staff from across the services can access a range of professionals including psychology staff, nursing staff, curriculum experts and staff within the residential and education settings. However, staff are reminded to only access support from other staff if they need to. Issues pertaining to relationships and sexual choices are sensitive and should be treated in confidence.

The support and education for students in the areas of relationships and sexual wellbeing, must not be limited to formal learning within the school or college setting. Part of being a 'good parent' to children and young people who we have Loco Parentis for, is about supporting them with their personal, social and emotional wellbeing. For staff in the residential services, this means using day to day interactions and situations as well as focused key working sessions, to help young people with their understanding of all areas associated with relationships and sexual wellbeing.

Young Epilepsy staff will also support young people to access any relevant sexual health and wellbeing services in the local community, which will include accessing support and information about contraception options and sexual and reproductive health as appropriate. These areas are also covered within the Relationships and Sex Education within St Piers School and college.

## **16. Involving parents and carers**

We will always encourage students to seek support from their parents, carers or relevant professionals including their key worker. However, we also respect the confidentiality of our young people and will not breach confidence without their consent unless we believe that they are placing themselves or another student at risk or in breach of the law pertaining to the age of consent or other areas. This is also relevant to our interaction with social workers or other professionals that support the student. This is in line with the Mental Capacity Act (2005) and associated guidance.

Young Epilepsy will make these guidelines available to all parents and carers.

## **17. Staff training and development**

Within 1 year of commencement of employment, all staff working directly with children and young people in Young Epilepsy complete a basic introduction training session regarding relationships and sexual wellbeing. The aim of this training is to

ensure that staff have an understanding of these guidelines and how they will be implemented across all services, including discussion about the law, terminology and safe working practice.

Further support and advice for staff is available through curriculum experts, medical staff, psychology staff and senior managers.

## **18. Safeguarding, Reporting concerns & Confidentiality**

At the heart of our relationships and sexual wellbeing support provided to students, is keeping them safe.

Students are informed how to report their concerns in both the education and residential services that they access.

If a staff member has any concerns about the safety and wellbeing of students, they must report this as per Young Epilepsy's Child and Adult Protection and Safeguarding Procedures.<sup>4</sup>

This includes (but is not confined to) concerns about domestic violence, sexual violence and harassment, exploitation, power imbalances, issues regarding consent or illegal acts.

Staff can report this to their line manager, a member of the Safeguarding Team and/or external agencies such as Surrey Single Point of Access, our regulators or the NSPCC (see Young Epilepsy's Child and Adult Protection and Safeguarding Procedures for more information).

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**This policy is ratified by the Principal as a member of the governing body and will be implemented by all departments.**

**Date: 31 January 2022**

A handwritten signature in black ink, appearing to be the signature of the Principal.

**Signed:  
Principal**

**Date of next review: February 2023**

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<sup>4</sup> **Contextual safeguarding** - Safeguarding incidents and/or behaviours can be associated with factors outside Young Epilepsy and/or can occur between children and young people outside the school or college. The designated safeguarding lead (or deputy) will also consider the context within which such incidents and/or behaviours occur

## Version table

**Creation:- Naomi Bradley**

**Approved by:- Richard Gargon**

<u>Version No.</u>	<u>Date of changes</u>	<u>Reason for change</u>	<u>Changes made by</u>
1	20/01/22	Updated sexual harassment details	DH
2	30/01/22	Updated staff responsibilities and wording for aims etc...	NB

Appendix 1: By the end of primary school pupils should know

TOPIC

PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

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

Appendix 2: 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	