



THE GROVE
INDEPENDENT SCHOOL

The Grove School Relationships and Sexual Education Policy

Relationships and Sexual Education

This policy should be read in conjunction with the Equality policy, the Pastoral and behaviour policy, the PSHE policy, the Safeguarding policy, the SMSC policy and the British Values policy.

The Grove Independent School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social, Health and Economics Education (PSHE) curriculum, and is linked to that for Computing and ICT, Science and Religious Education (RE). We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DFE Sex and Relationship Guidance.

Aims

At The Grove, we endeavour to promote equality, friendship, kindness, respect and understanding throughout the curriculum. We give the pupils the opportunities to explore and discuss their relationships in a safe and non-judgmental environment. We encourage the pupils to make good choices whilst giving age-appropriate information.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As an independent school we must provide relationships education to all pupils up to the end of KS2, as per section 34 of the **Children and Social work act 2017**.

However, we are not required to provide sex education to this age group, but we do need to teach the elements of sex education contained in the science curriculum.

We must provide RSE to all pupils in KS3 (years 7 & 8) as per section 34 of the **Children and Social work act 2017**.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the **Education Act 1996**.

At The Grove Independent School we teach RSE as set out in this policy.

Policy Development

Relationship and sexual education has become increasingly important in today's society. We are a diverse country and it is important the children are taught to respect each other, accept their differences and that it is acceptable to be different, understand that families can have many different structures, are taught that there are many different types of relationships, strategies for dealing with peer pressure, and how to keep themselves safe. It is essential that this is done sensitively and, in an age-appropriate fashion.

- This policy has been developed in line with the requirements of the DFE.
- Any changes to the provision were communicated to parents for feedback.
- All school staff were given the opportunity to look at the policy and make recommendations before it was reviewed and ratified by the Advisory Board.

Definition

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

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

RSE is not about the promotion of sexual activity.

Curriculum

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education (as part of the science curriculum only) focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, online safety is taught within the Computing and ICT curriculum, and other aspects are included in religious education (RE).

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

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

- Online relationships
- Being safe

RSE for KS3 pupils, 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

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).

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

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

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

Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

The delivery of RSE is monitored by Martin Wakley (Deputy Head) and Emma Carlin (Deputy Head) through:

- Scrutiny on planning
- Learning walks and informal observations
- Discussions with teachers
- Discussions with pupils
- Feedback from parents

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Joanne Wray (Director of Studies) on an annual basis. At every review, the policy will be approved by the Principal and the SLT.

Appendix 1

The Relationship Education curriculum in the EYFS Foundation stage (age 3-5 years)

Year Group	Topic	Content	Subject Area	DFE Relationship Education Objectives
F1(Maple & Walnut)	Families and people who care about me	To discover that we all have a family, but they might have different contents e.g 2 parents, single parent, lives with grandparents, LGBT family etc. To explain to each other why they love their family. To talk about the activities we do with our families.	We love our families PSHE	<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
	Caring friendships	To learn to take turns. To learn that sharing and playing together is fun.	We are gentle PSHE Kindness RE	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	Being safe	To understand they need to listen carefully, or it might put them in danger.	We listen PSHE	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard, where to get advice from e.g. family, school and/or other sources

		To tell an adult if there is something worrying them.		
	Respectful relationships		RE & throughout the school	<ul style="list-style-type: none"> the conventions of courtesy and manners
F2 (Reception) (Beech & Holly)	Families and people who care about me	Discussions and activities regarding families: Structure Celebrations	All about Me History, Science Festivals around the world Geography and RE	<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
	Caring Friendships	Stories and role play	We are gentle PSHE	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	Families and people who care about me	Professions who look after us: police, nurse and doctor, fireman,	We work hard PSHE	<ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

	Being safe	Following rules and conventions helps keep us safe. Discuss school rules and home rules. Discuss a variety of scenarios e.g. the pan in the kitchen or someone has hurt themselves - Knowing to ask for help when unsure	We listen PSHE	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • where to get advice from e.g. family, school and/or other sources
	Respectful Relationships	Discussion, stories and roleplay	We are kind and helpful PSHE Kindness RE	<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 • 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

The curriculum for Relationship Education within PSHE in KS1 and KS2.

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 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*

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Larch / Rowan Y1	To appreciate and be proud of their families.	Family bingo. Discuss each family set up. e.g 2 parents, single parent, lives with grandparents, LGBT family etc. To explain to each other why they love their family. To talk about the activities, we do with our families.
	To identify people in positions of trust.	Ideas for citizenship p31: Stranger danger Remind pupils who they can go to if someone they know is making them feel worried.
Cedar / Birch Y2	Relationships	I know the people who are important to me I can tell when I feel cared for I can tell when I love or care for someone I can tell you how when I lose someone or something, I care about I can share people I care about I can talk about my feelings when I feel alone or when I must share someone or something that is important to me.
Chestnut /Sycamore Y5	Who looks after you?	Do a cloud diagram showing all the people who look after your well-being – include friends/family etc Discuss characteristics of a healthy family life.
	What to do if we are worried about a situation?	Create a class cloud diagram to include people we could talk to, words/ phrases we could use, danger signs/signals
	To understand that families can be the same or different.	What is a family? Is there any such thing as an average family? Does it matter if your family is not the same as other families?
	To understand what is meant by marriage.	What is a stable caring relationship? What is marriage? What is a civil partnership? What is living together?

		<p>What are the legal rights?</p> <p>What about LGBT couples?</p>
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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*

Larch & Rowan Y1	To know that people make mistakes and how to learn from them.	Ideas for pshe p59 Discuss how everyone makes mistakes.
	To identify their own likes and dislikes.	Seal: getting on and falling out. Identify key features through keeper game.
	To know how to solve problems peacefully.	Seal: getting on and falling out. Role play.
	To know what qualities, make a good friend	Pshe and Citizenship 5-7 p109. Draw their friend sand list why they are such a good friend.
	To know the importance of all friends.	Pshe and Citizenship 5-7 p113. Look at friends in and out of school.
Cedar / Birch Y2	Relationships	I understand that being unkind and hurting someone doesn't make me feel better I can tell you how when I lose someone or something, I care about I can feel proud on behalf of my friends when they have done something well I can think of ways to make me feel better without hurting others
Yew / Aspen Y3	What makes a good friend?	Which TV character would they like as a friend? Why?

	What is the secret behind staying friends?	Create a cloud diagram
	Looking at more than one point of view	Discuss real-life situations where there has been a disagreement. What might each party be thinking?
	Ways to resolve issues.	Plan a strategy to use when they disagree with friends and role play to practice.
Hawthorn / Poplar Y4	Empathise with the feelings of someone excluded from a group situation or activity	Role play a situation where someone is left out – taking it in turns. How did you feel?
	Understand that words are powerful	Pass apple round – each to say something bad about it and drop it Pass another apple carefully around saying something positive about it. Compare the apples. Reflect on apple activity. Was it easier to say negative or positive words? List positives you could use to complement each other.
Chestnut / Sycamore Y5	It is important to trust each other.	Agree on a definition of trust in pairs and then as a class. Discuss how to manage uncomfortable situations between friends and when/where to go for help or advice.
Acacia / Pine Y6	Understand the importance of catching anger early on and calming down	Discuss the accumulative effect of small things – a bit like a firework being lit. Draw a bad day cartoon strip. How can we deal with this? How can we help our friends?

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*

Larch / Rowan Y1	To have an awareness of what bullying is and what to do about it.	Book: Why fight? Discuss different situations and revisit feelings.
	To know how to express themselves in a positive way.	Book: Why be bossy? Discussion with role play.
	To know what teasing is and why it is unkind.	Book: Why tease? Discuss who to go to and what to do.
	To realise everyone is different.	Linked paper people. To make paper people of their classmates.
Cedar / Birch Y2	Getting on and falling out	<p>I can tell you what being a good friend means to me</p> <p>I can listen well to other people when they are talking</p> <p>I can make someone else feel good by giving them a compliment</p> <p>I know what to say when someone gives me a compliment</p> <p>I know that people don't always see things in the same way</p> <p>I can see things from someone else's point of view</p> <p>I can work well in a group</p> <p>I can decide with my group about how well we have worked together</p> <p>I know when I am starting to feel angry</p> <p>I know what happens on the inside and the outside of my body when I start to get angry</p> <p>I know some ways to calm down when I am starting to feel angry</p> <p>I know that anger sometimes builds up and up and that I can be overwhelmed by my feelings</p>
Hawthorn / Poplar Y4	Understand that it is the responsibility of everyone to make a stand against unkind behaviour and bullying.	Discuss actions and strategies. Imagine a bullying situation – what would the outcomes be depending on whether a stand is made (including cyberbullying).
	Make connections between the way a victim is treated and their emotions and ultimately their behaviour.	Discuss. Draw diagrams to relate the treatment to feelings to behaviour.
	What can you do if you feel you are the victim of unkind behaviour?	Create a poster informing pupils of what they could do.
	What positive things do people think about you?	Create a poster or attributes envelope for each child with input from the rest of the class.
	What are you like?	Draw themselves with good points above and less positive below and activities at the sides.
	Recognise their own strengths and weaknesses	What are my strengths? Create a collage to describe themselves using magazines etc
	We are all similar no matter how different we may look.	In small groups find out how you are similar – likes/dislikes/rules at home etc and present to the class

	Understand that there are similarities as well as differences between communities around the world.	Find pictures of children playing in the same way from around the world eg football, with dolls etc
Acacia / Pine Y6	Understand there are different ways to view the same situation	Discuss past disagreements – what were the different views
	How can you resolve an argument when you are part of it?	Discuss being a good listener (eye contact, nodding, using speakers name) and compromise. Summarise in books.
	Consider the emotions that can arise when working as a group	List the feelings they associate with group work under comfortable and uncomfortable.
	Stereotypes can be unfair.	Show pictures with different people who could be stereotyped eg white professional, Asian doctor, gangster/hoodlum, LGBT, tramp (it is helpful if they are people who are known and are not the stereotype). In pairs chat about what you think of each. Discuss what is a stereotype. What is the downside to making a snap judgement about someone and using stereotypes to inform their judgement? Give alternative characteristics to original pictures.

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*

Chestnut / Sycamore Y5	Staying safe online	Recap how to stay safe online from ICT lessons including how information and data is shared. Pupils to create a do/don't table in pairs.
	Do you know who you are talking to online?	What contact do you have with other people online? How do you know they are who they say?

		<p>Discuss various scenarios around friends e.g. friend of a friend, friend in a game,</p> <p>Remind pupils not to share personal information on the Internet or when play games online.</p> <p>Are there times when you would need to tell an adult about someone online? How would you do this?</p> <p><i>This is followed up with an external workshop at Hazard Alley focusing on Online Safety in the spring.</i></p>
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The DFE objectives regarding online relationships are covered in greater detail in the ICT lessons.

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, for example family, school or other sources*

Cedar / Birch Y2	<p>understand and learn the PANTS rules</p> <ul style="list-style-type: none"> • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say “no” to unwanted touch • start thinking about who they trust and who they can ask for help. 	NSPCC Pants lesson

Chestnut / Sycamore Y5	Know there is a time to ask for help and to identify the best person to help	Role play different situations (need a list of ideas eg feeling sad, lost puppy, argued with friend,)– who would you choose? What could you say? What about if you were asked to do something you know you shouldn't?
	What is privacy?	<p>Discuss what is meant by privacy.</p> <p>Discuss the rights of an individual to personal privacy:</p> <p>Reminder of the NSPCC PANTS</p> <p>No-one is allowed inappropriate physical contact eg smack on the bottom or contact in the pants area unless for medical/support reasons.</p> <p>No-one should ask personal questions – questions about bodies or underwear whether a child or an adult, online or not.</p> <p>We do not keep secrets about these sorts of things and always report concerns.</p>
	What to do if we are worried about a situation?	Create a class cloud diagram to include people we could talk to, words/ phrases we could use, danger signs/signals

Appendix 2: By the end of secondary school pupils should know (*Items covered by The Grove are in italic*):

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • <i>That there are different types of committed, stable relationships</i> • <i>How these relationships might contribute to human happiness and their importance for bringing up children</i> • <i>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</i> • <i>Why marriage is an important relationship choice for many couples and why it must be freely entered into</i> • <i>The characteristics and legal status of other types of long-term relationships</i> • <i>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</i> • <i>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</i>
Respectful relationships, including friendships	<ul style="list-style-type: none"> • <i>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</i> • <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i> • <i>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)</i> • <i>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</i> • <i>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</i> • <i>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</i> • <i>What constitutes sexual harassment and sexual violence and why these are always unacceptable</i> • <i>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</i>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • <i>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</i> • <i>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</i> • <i>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</i> • <i>What to do and where to get support to report material or manage issues online</i> • 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 • <i>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</i> • <i>How information and data is generated, collected, shared and used online</i>
Being safe	<ul style="list-style-type: none"> • <i>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</i> • 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	<ul style="list-style-type: none"> • <i>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</i> • 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 • <i>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</i> • <i>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</i> • 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

Year 7		
<p>Respectful relationships, including friendship</p>	<ul style="list-style-type: none"> • <i>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</i> • <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i> • <i>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)</i> • <i>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</i> • <i>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</i> • <i>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</i> • <i>What constitutes sexual harassment and sexual violence and why these are always unacceptable</i> <p><i>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</i></p>	<p>Using 'Your Choice book one' from Collins</p> <ul style="list-style-type: none"> • <i>What makes a good friend?</i> • <i>Rivalries</i> • <i>Right and Wrong</i> • <i>Who do you admire?</i> • <i>Regrets and saying sorry</i> • <i>What is bullying?</i> • <i>Dealing with bullies</i> • <i>Sex and the Law</i> • <i>Sex: your rights and responsibilities</i> • <i>Speaking your mind</i> <p><i>Listening and giving feedback</i></p> <p>Using 'Your Choice book two' from Collins</p> <ul style="list-style-type: none"> • <i>What is stereotyping?</i> • <i>Prejudice</i>
<p>Families</p>	<ul style="list-style-type: none"> • <i>That there are different types of committed, stable relationships</i> • <i>How these relationships might contribute to human happiness and their importance for bringing up children</i> 	<p>Using 'Your Choice book one' from Collins</p> <ul style="list-style-type: none"> • <i>You and Your family</i> <p>Using 'Your Choice book two' from Collins</p>

	<ul style="list-style-type: none"> • <i>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</i> • <i>Why marriage is an important relationship choice for many couples and why it must be freely entered into</i> • <i>The characteristics and legal status of other types of long-term relationships</i> • <i>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</i> <p><i>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</i></p>	<ul style="list-style-type: none"> • <i>Becoming an adult</i> • <i>Problems with parents</i> • <i>Being responsible</i> • <i>Close relationships</i> • <i>What makes a healthy relationship?</i> • <i>Unhealthy relationships and feelings of rejection</i>
Year 8 Juniper		
Online & Media	<ul style="list-style-type: none"> • <i>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</i> • <i>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</i> • <i>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</i> • <i>What to do and where to get support to report material or manage issues online</i> • <i>The impact of viewing harmful content</i> • <i>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</i> 	<p><i>Using 'Your Choice book one' from Collins</i></p> <ul style="list-style-type: none"> • <i>Personal safety online</i> • <i>Cyberbullying</i> • <i>Protecting your identity online</i> <p><i>Using 'Your Choice book two' from Collins</i></p> <ul style="list-style-type: none"> • <i>Child abuse</i> • <i>Grooming</i> • <i>Sexting – it's no laughing matter</i>

	<ul style="list-style-type: none"> • <i>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</i> <p><i>How information and data is generated, collected, shared and used online</i></p>	
<p>Intimate sexual relationships, including sexual health</p> <p>Being Safe: The concepts of, and laws relating to, sexual consent</p>	<ul style="list-style-type: none"> • <i>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</i> • <i>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</i> • <i>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</i> • <i>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</i> 	<p><i>Using 'Your Choice book one' from Collins</i></p> <ul style="list-style-type: none"> • Sex: facts and myths • Exploring your sexuality • Safer sex: contraception • Attitudes to sex <p><i>Using 'Your Choice book two' from Collins</i></p> <ul style="list-style-type: none"> • Giving your consent • Am I ready to have sex?

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

