

WHOLE SCHOOL RELATIONSHIPS & SEX EDUCATION POLICY

Owner	Head of PSHE and Primary PSHE Subject Leader (Primary and Secondary)
Authorised by	Head and Governors
Dated	Autumn i, 2023
Review	Autumn i, 2024

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1. AIMS OF RELATIONSHIP & SEX EDUCATION

For students 'to become responsible, balanced adults', a programme of Relationships and Sex Education is a crucial part of the preparation for life.

This policy covers our whole school's approach to Relationships and Sex Education, and was produced by the Head of PSHE in the Senior School and the Primary PSHE Subject Leader, through consultation with governmental guidance, support from the PSHE Association and Jigsaw Programme of study within Primary.

We define 'Relationships and Sex Education' as the learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, along with sexual and reproductive health. Some aspects are taught in other curriculum subjects, and are linked and supported by PSHE Education.

The aims of the DHS RSE programme are:

- To give pupils the knowledge, that is age appropriate, the skills and understanding they need in order to lead healthy lives, make informed decisions and behave in a responsible way in matters concerning relationships and sex.
- To develop their personal and social skills, including self-respect and empathy for others.
- To learn about the value of family life and the value of love, respect and care.
- To provide information to parents, governors and other agencies about the teaching and organisation of RSE at Derby High Primary School.
- To give support and guidance to staff about teaching RSE and dealing with related issues.

Our aims are enhanced by our school ethos in which everyone is valued, supported, safe and secure.

2. NATURE OF RELATIONSHIP AND SEX EDUCATION

2.1 PRIMARY

In Primary, Sex Education is taught alongside PSHE and many crossovers are made with reference to relationships. Some aspects are also interlinked with science. Teachings of the physical changes are delivered to all pupils together in class and the emotional aspects are combined with PSHE lessons using the Jigsaw Programme. The school refers to this area as Relationship and Sex Education, but for the purpose of this document it will be referred to as RSE.

RSE is a vital part of our growing up. It helps children to understand how people relate to each other, build self-esteem and develop personal identity. It is always taught in the context of a family situation and includes both the physical and psychological parts of relationships. Children will learn about relationships and sexual behaviour from many different places, but home and school are the most important. Parents and teachers must work together to make sure that children develop the confidence to make healthy decisions about a broad range of relationship issues. RSE is important because it helps children to develop healthy attitudes towards themselves, their physical growth, and towards each other. It also teaches them about the rights and responsibilities involved in making mature decisions about relationships.

Key principles:

- Children need to develop healthy attitudes towards relationships and sex;
- Relationships and sex are not taboo subjects, they are a natural part of our lives;
- RSE begins early and continues for life;
- Attitudes, values and skills within RSE are just as important as knowledge and understanding;

- The physical aspects of sex should be combined with the emotional;
- RSE is not about promoting sexual activity or sexual orientation;
- RSE is important for both males and females and should be aimed at both;
- It is important to ascertain pupils' views when evaluating and developing RSE in the school;
- PSHE will be one of the vehicles that will help children understand personal space and safe and unsafe touching, including FGM in UKS2 (from September 2021)

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this cross curricular within our Science curriculum, and within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. When and where appropriate, we will also use the NSPCC School Visits 'Speak Out, Stay Safe' programme and 'Let's talk PANTS' campaign.

The PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 3, Lesson 2 (Babies)
- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

2.2 SENIOR SCHOOL

Our programme of RSE is not just factual information about the physical aspects of sex or how the reproductive system works, but also includes skills, insights and attitudes to relationships, and is based upon the Christian ethos of the School. We believe Relationships and Sex Education is important for our pupils and our school because it assists in developing pupils' essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It also prepares them for the emotions, changes, opportunities, responsibilities and occurrences that may be experienced in adolescence and adulthood, as well as being fully aware of crucial aspects of the law.

The nature of Relationships and Sex Education is deeply integrated within PSHE Education; throughout the three core themes (identified in the PSHE policy) — especially Relationships and Health and Wellbeing. Clearly, while there are explicit learning opportunities focusing on Relationships Education, many of the other topics in the Health and Wellbeing and Living in the Wider World core themes overlap and provide implicit learning opportunities to develop and deepen understanding about relationships.

Our curriculum is inclusive and meets the needs of all pupils, including those with SEND by appropriate differentiation and support where necessary. It also fosters gender and LGBT+ equality by celebrating difference, utilising appropriate language, embedding a range of examples in lesson content and discussing gender and LGBT issues within the entire PSHE curriculum, not merely RSE.

The intended outcomes of our RSE programme are that pupils will develop the skills of:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others

- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

3. STATUTORY REGULATIONS AND GUIDANCE

The statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' was issued by the Department for Education under section 80A of the Education Act 2002 and section 403 of the Education Act 1996 in June 2019 and updated in July 2019 (the "Guidance"). From September 2020, schools must have regard to the Guidance. Some parts of the Guidance are compulsory (the Guidance makes this clear by use of the term "must"). Where schools depart from those parts of the Guidance which state that they should, or should not, do something they will need to have good reasons for doing so. Our Relationships and Sex Education curriculum will cover the required themes as required, as set out in the guidance.

Current regulations and guidance from the Department for Education state that by the end of Secondary School, pupils should have continued to develop knowledge on topics specified for Primary as required, and, in addition, cover the following content (main headings):

- Family
- Respectful relationships, including friendships
- Online and media relationships
- Being safe
- Intimate and sexual relationships, including sexual health
- And will be made aware of the relevant legal provisions when relevant topics are being taught.

Please see Appendix A for "By the end of secondary school" in more detail.

The guidance also states that parents must be consulted in the development and review of this RSE Policy, and we will invite feedback on this at appropriate times in the academic year.

The Guidance can be found at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

KCSIE (2022) also states that further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in the 2022/23 academic year. Any amendments or additions that are required will be put into place following this guidance; however, we are confident of the coverage of these topic areas in our current programme.

4. ROLES AND RESPONSIBILITIES

The overall planning, preparation of materials and much of the delivery of the programme is done in primary, the overall planning, preparation of materials and delivery of the programme is done using the Jigsaw Programme and is supported by the Primary PSHE Subject Leader. In Secondary, the overall planning, preparation of materials and much of the delivery of the programme is done by the Head of PSHE and the other member of the department, and is supported by, and in consultation with, the Heads of the Biology and RS departments and members of staff with pastoral responsibility. Outside agencies may be invited to contribute to the programme when and where appropriate.

Teachers responsible for teaching RSE within PSHE lessons receive CPD training where possible and where appropriate, often through providers such as the PSHE Association, Jigsaw PSHE Ltd and other accredited bodies. Details of training over the last three years can be found in the department handbook. This training will support pupils' learning and ensure lesson content and resources are up to date and appropriate.

5. CURRICULUM DESIGN

Relationships and Sex Education is co-ordinated and delivered through the PSHE programme, where pupils from EYFS – 6 will use the Jigsaw Programme (all planning may be found for teachers on the Jigsaw website) in the Summer Term in accordance with the Jigsaw programme's 'Relationships' and 'Changing Me' puzzle pieces. In seniors, Year 7 -Year 11 access one lesson a fortnight, and the Sixth Form (Key Stage 5) access RSE through their Truly Educated lessons.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including informative and factually correct PowerPoints, age-appropriate videos, small- and larger group discussions and debates, as some examples. Outside agencies may be invited to contribute to the programme where appropriate.

Resources are carefully selected from a wide range of suitable sources and are regularly reviewed and evaluated by staff, and, where appropriate, by students. When selecting resources, care is taken to ensure that the information given is appropriate to the age of the students, as well as fitting the values and ethos of the School.

Pupils will be encouraged to reflect on their own learning and progress during and after their lessons in their own time and, on occasion, through pupil evaluations.

There are no formal assessments or examinations within PSHE, and no official homework that requires marking is set. However, assessment plays a key role in the planning and delivery of lessons to demonstrate progress, identify future learning needs, as well as to improve and show impact of learning. Please see the PSHE policy for more information relating to assessment.

An overview of the learning in Relationships and Sex Education in each key stage can be found below:

5.1 EARLY YEARS FOUNDATION STAGE

In EYFS pupils learn about:

- Who we are?
- Identity
- How do we grow and change?
- Body Image
- Personal hygiene and self-care

5.2 KEY STAGE 1 AND 2

In KS1 & KS2 pupils learn about:

- Different types of families, family roles and friendships
- Managing feelings
- Staying safe
- Making appropriate choices

- Trusted adults, good and bad secrets and inappropriate touching
- An awareness of life cycles and reproduction
- General health including healthy eating and nutrition (linked with science)
- Personal hygiene and self-care
- Body Image
- The reproduction of plants and animals (including humans) linked with science
- Our bodies: puberty and gender differences, including periods
- How a baby is made
- Self image
- Respect and consent (including FGM, upper KS2 only)

Please see the Primary Curriculum Overview for in-depth learning objectives for each year group and links to The Jigsaw Programme and the PSHE Association guidance.

For any statutory RSE content that is missed by pupils in KS2 at school, due to absence for illness or music lessons, for example, it is standard practice that we arrange catch up sessions to ensure that students have received this guidance and knowledge, albeit in a different setting to a regular PSHE classroom with their peers. This is organised on a case-by-case basis, and would typically require students to attend a lunchtime catch up session at a mutually agreeable time with their teacher within that half term, where possible.

5.3 KEY STAGE 3

Biological aspects of reproduction and puberty are covered in Year 7 biology lessons, and puberty sits under Health Education within PSHE Education.

The following topics areas are covered in an age appropriate manner over the Key Stage:

- Friendship and Bullying
- Developing relationships and communication skills
- Diversity and Discrimination
- Healthy and Unhealthy relationships including inappropriate contact and FGM
- Consent (as a principle, but also in romantic/sexual relationships) & the Law
- Safer Sex, Contraception & Risks of STIs
- Sexuality and Gender Identity
- The risks to health and wellbeing of early sexual activity

For any statutory RSE content that is missed by pupils in KS3 at school, due to absence for illness or music lessons, for example, it is standard practice that we arrange catch up sessions to ensure that students have received this guidance and knowledge, albeit in a different setting to a regular PSHE classroom with their peers. This is organised on a case-by-case basis, and would typically require students to attend a lunchtime catch up session at a mutually agreeable time with their teacher within that half term, where possible.

5.4 KEY STAGE 4

More detailed information on hormones, contraception and infertility treatment is covered in GCSE Biology lessons. In PSHE, the following topics are covered in an age appropriate manner over the Key Stage:

- Relationships and sexual wellbeing (for example grooming, pressure, harassment, abuse, manipulation)
- Consent and Exploitation
- Managing the impact of the media and pornography
- Sexuality and Gender identity
- Marriage and Commitment

- Parenthood & Parenting (including facts and choices around pregnancy and miscarriage)
- Inclusion, radicalisation and extremism
- Fertility and reproductive health

For any statutory RSE content that is missed by pupils in KS4 at school, due to absence for illness or music lessons, for example, it is standard practice that we arrange catch up sessions to ensure that students have received this guidance and knowledge, albeit in a different setting to a regular PSHE classroom with their peers. This is organised on a case-by-case basis, and would typically require students to attend a lunchtime catch up session at a mutually agreeable time with their teacher within that half term, where possible.

5.5 KEY STAGE 5

RSE topics are delivered as part of Careers & Truly Educated afternoon slots, and may include visiting speakers such as Relate or LGBT Derbyshire on topics such as: the emotional side of sex & relationships, consent & online sexual safety.

6. SAFE AND EFFECTIVE PRACTICE

We will ensure a safe and supportive learning environment within the classroom, specifically by promoting ground rules for each class. Ground rules are set at the start of the year to help to promote respect, minimise inappropriate and unintended disclosures, and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils or when discussing potentially sensitive topics. These ground rules are revisited throughout the programme, and are guided by the pupils to provide them with ownership over their learning environment. Themes of ground rules, for example, relate to confidentiality, listening, respect, co-operation and engagement. If key points are not raised by pupils when deciding upon these ground rules, pupils and teachers will further develop ground rules together.

Distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.

There will be the opportunity for pupils to ask questions during lessons, both openly and in an anonymous way utilising a question box available before, during and after lessons. Often through guided discussions, in most cases, pupils' questions will be answered openly and honestly and, where possible, factually and in an age-appropriate manner. Not all questions may be answered immediately if the teacher does not comfortable doing so, or if they are not appropriate for the lesson. If necessary, teachers will consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Any disclosure during a lesson which indicates that a student is at risk of, or has experienced, abuse or harm will be passed on to the Designated Safeguarding Lead (Mrs Charlotte McBride and Miss Keeley Shore in Primary, and Mrs Claire Bellman and Mr Jonathan Thornton in Secondary), or deputy DSLs, as soon as possible.

If a safeguarding issue is raised by an anonymous question, this will be passed to the Designated Safeguarding Lead and appropriate action will be taken.

This policy operates alongside the school's Safeguarding Policy. Staff engaged in teaching RSE could possibly hear disclosures that suggest a child might be at risk of abuse or engaged in early sexual activity. In such a case, he/she should follow the procedure laid down in the school policy.

- Staff should not in any way promote any form of sexual orientation and/or gender identity.
- Staff cannot promise children absolute confidentiality and must make this clear to children. The school's child protection procedures should always be followed.
- Methods of contraception, abortion and sexually transmitted diseases will not be directly taught in the Primary Department. However, when children raise these issues, they should be addressed appropriately in the context within which they have been raised.
- Staff should be careful to ensure that in discussion, no person is allowed to express judgemental attitudes to relationship or lifestyle choices.
- Staff should ensure that they do not express attitudes that would be at odds with this policy, the general ethos and values of the school and school community.
- Staff should demonstrate a respect for the religious and ethical views of the parents and the wider community.

7. EQUAL OPPORTUNITIES & INCLUSION

The school is committed to meet the needs of all pupils irrespective of gender, ability, ethnicity or social circumstances. Activities will be planned and differentiated to enable all pupils to participate and learn from the RSE curriculum.

It is particularly important to work with parents in order to understand the ethnic and cultural home situation and to ensure that any religious and cultural beliefs are respected when teaching children about relationships and sex and dealing with related issues in school.

8. ENGAGING STAKEHOLDERS

8.1 PARENTS, GUARDIANS AND CARERS

We view the partnership of home and school as vital in supporting pupils' learning and development in Relationships and Sex Education. Support from home is integral to the success of our curriculum and, while we have an educational and legal obligation to provide young people with this, we respect the primary role of parents, guardians and carers in educating their children about these matters.

Parents will be informed about the policy through HighPost communication and is available to them via the school website. The Relationships and Sex Education programme is outlined in this document and parents, guardians and carers are welcome to explore our RSE curriculum further by request.

For Years 5 and 6, Key Stage 3 and 4, we will notify parents, guardians and carers when Relationships and Sex Education will be taught in their child's year group via HighPost communications, usually towards the end of the half term before proposed delivery. However, it is important to remember that Relationships and Sex Education is integrated within numerous topic areas in PSHE throughout the academic year.

8.2 RIGHT TO WITHDRAW PUPILS FROM SEX EDUCATION

Although parents, guardians and carers will be strongly advised to allow their children to participate in the Sex and Relationship education sessions, the school recognises the right to withdraw their children from such sessions if they so wish.

Parents have the right to request that their child be withdrawn from some or all of 'sex' education elements delivered as part of statutory Relationships and Sex Education up to and until 3 terms before the child turns 16. This does not include aspects of Sex Education covered in Biology lessons, or aspects relating to puberty as this is recognised under Health Education. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing and addressed to the Head, Amy Chapman. A copy of withdrawal requests will be placed in the pupil's educational record. The Head and Head of PSHE, for the relevant key stage, will discuss the request with parents, before any decision is made. Should the request be approved following discussion, pupils who are withdrawn will be required to complete their own work in the library or another appropriate location in School, during their PSHE lesson time.

Formal and informal student voice will be used to review and tailor our RSE programme content and activities to match the different needs of pupils, but will not wholly dictate change.

9. COVID-19 ADDENDUM

Any discrete RSE topics that may be disrupted by any lockdowns and/or any associated learning via Microsoft TEAMS because of Covid-19 would not be delivered online. Another suitable topic area would be delivered in its place, and the provision to cover the RSE content would be made once face to face learning resumed.

10. MONITORING, REPORTING AND EVALUATION

Relationship and Sex education will be monitored by the SLT in consultation with the Head of PSHE and Primary PSHE Subject Leader.

The policy will be reviewed annually, alongside the PSHE policy.

APPENDIX A

Relationships and Sex Education (RSE): Learning outcomes by the end of primary school:

Families	Pupils should know <ol style="list-style-type: none">1. that families are important for children growing up because they can give love, security and stability.2. 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.3. 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.4. 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.5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. 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 <ol style="list-style-type: none">7. how important friendships are in making us feel happy and secure, and how people choose and make friends.8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.10. 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.11. 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 <ol style="list-style-type: none">12. 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.13. practical steps they can take in a range of different contexts to improve or support respectful relationships.14. the conventions of courtesy and manners.15. the importance of self-respect and how this links to their own happiness.

	<p>16. 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.</p> <p>17. 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.</p> <p>18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>19. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Online Relationships</p>	<p>Pupils should know</p> <p>20. that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>21. 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.</p> <p>22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>24. how information and data is shared and used online.</p>
<p>Being Safe</p>	<p>Pupils should know</p> <p>25. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>26. 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.</p> <p>27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>29. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>30. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>31. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>32. where to get advice e.g. family, school and/or other sources.</p>

APPENDIX B:

Relationships and Sex Education (RSE): Learning outcomes 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	<p>Pupils should know</p> <ol style="list-style-type: none">1. that there are different types of committed, stable relationships.2. how these relationships might contribute to human happiness and their importance for bringing up children.3. 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.4. why marriage is an important relationship choice for many couples and why it must be freely entered into.5. the characteristics and legal status of other types of long-term relationships.6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.7. 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	<p>Pupils should know</p> <ol style="list-style-type: none">8. 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.9. practical steps they can take in a range of different contexts to improve or support respectful relationships.10. 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).11. 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.12. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.13. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.14. what constitutes sexual harassment and sexual violence and why these are always unacceptable.15. 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	<p>Pupils should know</p> <ol style="list-style-type: none">16. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.17. 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.

	<p>18. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>19. what to do and where to get support to report material or manage issues online.</p> <p>20. the impact of viewing harmful content.</p> <p>21. 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.</p> <p>22. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>23. how information and data is generated, collected, shared and used online.</p>
Being safe	<p>Pupils should know</p> <p>24. 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.</p> <p>25. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <p>26. 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.</p> <p>27. 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.</p> <p>28. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>29. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>30. that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>31. the facts about the full range of contraceptive choices, efficacy and options available.</p> <p>32. the facts around pregnancy including miscarriage.</p> <p>33. 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).</p> <p>34. 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.</p> <p>35. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>36. how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>37. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>