



## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

**This is a whole-school policy**

### **Aims**

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

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

In addition, to reflect the school's ethos and values, RSE should:

1. Be an integral part of the lifelong learning process.
2. Be an entitlement for all young people.
3. Encourage pupils/students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.
4. Generate an atmosphere in which questions and discussion on sexual matters can take place without stigma or embarrassment.
5. Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, pupils and students, consulting them about the content of programmes.
6. Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### **Statutory Requirements**

As an Academy school we must provide relationships education to all pupils and students as per Section 34 of the Children and Social Work Act 2017.

In the Primary Phase we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RSE across both Phases, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At Queen Elizabeth's Grammar School we teach RSE as set out in this policy.

## **Policy Development**

This policy has been developed in consultation with staff, pupils, students, parents and carers.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to contribute via an online consultation process.
4. Pupil/students consultation – we investigated exactly what pupils/students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with trustees and ratified.

## **Definition**

RSE is about the emotional, social and cultural development of pupils and students. It 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**

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

In the Primary Phase we have very carefully designed our curriculum to incorporate the requirements for PSHEE with RSE which is statutory from September 2021. To do this, pupil focus groups were held in March 2020 whereby pupils were asked to draw someone 2 years older than them going to a party, label what they would take with them and then write how they would feel. This was followed by drawing that same person getting out of the bath, labelling the changes which happen and writing down the emotions the pupils felt about changes that would happen. See Appendix A. From this, the PSHEE with RSE Scheme of Work (SOW) was created, taking into account pupils' knowledge from the focus group, pupil statistics, our school community, religious and cultural perspectives and the suggested topics from the Sex Education Forum. In November 2020, a parental workshop was held via Zoom to show parents and carers what we intend to cover and to gain their feedback. Appendix B shows which aspects of sex education will be covered and Appendix C shows which aspects of relationships education will be covered.

We have developed the curriculum in consultation with parents, carers, pupils and staff, 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 do not seek answers online.

Primary Phase sex education will focus 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.

Secondary Phase sex education will focus on:

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- 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.
- The law, including marriage, consent, violence against women and girls, online behaviours including image and information sharing, pornography, abortion, sexuality, gender identity and FGM.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- 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.
- The fact that at all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- 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 friendships.
- A range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How the different sexually transmitted infections (STIs), including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- The fact 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).
- An awareness that they have a choice to delay sex or to enjoy intimacy without sex.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Topics are delivered appropriate to age and in line with the RSE policy.

In the Sixth Form we revisit and consolidate sex education around the following:

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- 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.

- The law, including marriage, consent, violence against women and girls, online behaviours including image and information sharing, pornography, abortion, sexuality, gender identity and FGM.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- 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.
- The fact that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- 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 friendships.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How the different sexually transmitted infections (STIs), including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- The fact 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).
- An awareness that they have a choice to delay sex or to enjoy intimacy without sex.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Pupils and students may also receive stand-alone sex education sessions delivered by a trained health professional.

In the Primary Phase:

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.

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

In the Secondary Phase:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

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

In the Sixth Form:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

In addition, students will consider these topics in relation to the world of work and life in modern Britain, for example, what is sexual harassment? Where might it occur? How can you keep yourself safe?

In all Phases, 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). Where appropriate, children requiring differentiated materials due to special educational needs or personal circumstances will receive supported learning, including utilisation of Teaching Assistants and support staff. RSE related topics will always consider the needs of the school community and reflect the diverse pupil body.

We use a range of teaching and learning styles to meet the PSHEE and RSE requirements of the National Curriculum. Pupils and students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and to educate pupils and students about healthy relationships. We believe that RSE should meet the needs of all pupils and students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils and students should receive teaching on LGBT relationships, which is delivered, for example, through teaching about different types of family, including those with same sex parents/carers.

## **Roles and responsibilities**

### **1. The Trustee Board**

The Trustee Board will approve the RSE policy and hold the Head to account for its implementation.

### **2. The Head**

The Head is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils and students from [non-statutory/non-science] components of RSE (see Parents' Right to Withdraw).

### **3. Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils and students.
- Responding appropriately to pupils and students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head. The PSHEE curriculum is led and delivered by the Subject Leader for PSHEE, Miss Jane Sharples, supported in Year 7 by an additional member of our teaching staff. The SL liaises with the Primary Phase Deputy Head, having responsibility for the SOW and training. Lessons are delivered by class teachers in the Primary Phase.

### **4. Pupils and Students**

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

## **Parents' Right to Withdraw**

In the Primary Phase:

Parents and carers have a right to withdraw their child from the RSE aspect of the curriculum. If they wish to do this then they must write to the Head requesting their child to be withdrawn from this part of the curriculum. Following this, a meeting will be set up to ensure that parents and carers are aware of what they are withdrawing from. Should parents and carers wish to continue at this stage, the pupil/student will be sent to another class with appropriate work to complete during these lessons.

In the Secondary Phase:

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Head. Following this, a meeting will be set up to ensure that parents and carers are aware of what they are withdrawing from. Should parents and carers wish to continue at this stage, arrangements will be made for the pupil/student to be supervised elsewhere with appropriate work and set appropriate work to complete during these lessons.

A copy of withdrawal requests will be placed in the pupil's/student's educational record. Withdrawal requests last for one academic year and therefore parents/carers must make a request each year their child attends if they wish their child not to take part in part of the RSE curriculum.

## **Training**

The Deputy Head of Primary Phase has completed training on RSE. Regular CPD has been delivered to Primary Phase staff in staff meetings.

In the Senior Phase and Sixth Form, QEGS employs a Subject Leader for PSHEE who is trained

on the delivery of RSE. Staff receive training on the PSHEE provision at QEGS as part of their induction and it is included in our continuing professional development calendar.

The Subject Leader for PSHEE, with the authorisation of the Head, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

### **Monitoring Arrangements**

In the Primary Phase, the delivery of RSE is monitored by the Deputy Head of Primary Phase and Head of Primary Phase through:

- Planning reviews.
- Learning walks.
- Observations.
- Book looks.

In the Secondary Phase and Sixth Form, the delivery of RSE is monitored by the Subject Leader for PSHEE, the Head of the English Faculty and the Deputy Head (Teaching and learning) through:

- Planning scrutinies.
- Learning walks.
- Subject audits.
- Pupil/student feedback.

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

This policy will be reviewed annually by the Subject Leader for PSHEE. At every review the policy will be approved by the Board of Trustees.

### **Links with other Policies and Procedures**

This policy works in conjunction with the PSHEE Procedure.

Updated by Mrs RM Tattersall: May 2021

Approved by the Board of Trustees: June 2021

## Appendix 1: Curriculum Map

### Primary Phase

#### Relationships Education

Year Group	Topics covered
EYFS and Year 1	Who is in my family and why my family is different to yours. We also discuss how all families are different (some families have a mum and a dad, some only have mum at home, some have mum and dad living in separate houses, others have 2 mums etc). We teach that it is most important that they are loved.
Year 2	Linked to the 'where babies come from' mentioned in Appendix C, we explain that you still need a male and a female part to create a foetus but you could be brought up by 2 dads, 1 mum, 1 dad, grandparents etc. Again, we teach that it is most important that they are loved.
Year 3	Understanding that families are different, there is no right or wrong family as long as you are loved. We explain that everyone has the right to pick the person they love.
Year 4	In Year 4 we recap Year 3 and discuss family fall outs and what to do in these situations (linking to mental health and who to talk to).
Year 5	How gender does not mean biological sex – males can enjoy things females enjoy and vice versa, for example females can play football and some football teams have chosen pink as their strip colour. (This follows on from the Science unit where we discuss puberty and the puberty talks which staff deliver).
Year 6	Understanding that different people have different relationships and people of the same sex can love each other. We also discuss stereotypes.

#### Sex Education

Year Group	Topics covered
EYFS	Why girls' and boys' bodies are different. Knowing which part of the body is private and what to do if someone asks to touch you.
Year 1	Scientific names for the different parts of the girls' and boys' bodies (penis, vagina and breasts). Understanding where babies come from (a male part and a female part is needed to make a baby and the foetus grows in the mother's womb not in the belly).
Year 2	Knowing which part of the body is private and what to do if someone asks to touch you. Understanding where babies come from (male part and female part needed & the foetus grows in the womb). This is a recap of EYFS and Year 1.
Year 3	The understanding that to create a baby you need a male part (the sperm) and a female part (the egg) and that this is done through fertilisation. We also discuss how different animals have babies i.e. birds, mammals, fish.
Year 4	How girls' and boys' bodies grow differently. Where to look for advice about puberty.
Year 5	What happens during puberty (whole class taught through science curriculum which is compulsory), menstruation (girls only) and changes to

	male body during puberty including wet dreams (boys only). We teach what sexual feelings are in terms of developing feelings towards someone which you cannot explain. Gender identity is also taught in terms of how it does not always correspond with biological sex.
Year 6	Understanding reproduction and birth as part of the law (that you have to be 16 to legally have a baby and who to tell if you are concerned). Female genital mutilation is also covered by explaining that until you're 18 no one can change your body unless absolutely necessary.

## Secondary Phase

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
7	Michaelmas lesson 1	To explore how to create a good learning environment. Sometimes, despite following the Classroom Code of Conduct, we might feel upset or uncomfortable with our environment. This can be for many reasons. What would you do if you were feeling uncomfortable or upset in the classroom?
7	Michaelmas lesson 2	To explore identity and being a citizen of the UK. Role play a situation where the QEGS way could be used to demonstrate British Values in our QEGS community.
7	Michaelmas lesson 3	To explore identity and being a citizen of the UK Name historic events where segregation has led to unjust treatment of citizens of a country. How can events like this be avoided in the future? Which international organisations support this kind of work?
7	Michaelmas lesson 4	To understand the importance of personal hygiene and know how to stay healthy through good cleaning routines. Give examples of when personal hygiene has had an impact on the health of people in the UK.
7	Michaelmas lesson 5	To explore how puberty will affect boys and girls. How might a person's religion, culture or background affect the way they approach puberty?
7	Michaelmas lesson 6	To learn about balance and wellbeing. You are studying for your end of year examinations. How are you going to adjust your activities to allow time to study and prepare for your examinations? What might you need to do to ensure you maintain a healthy, balanced lifestyle?
7	Lent 3	To explore perceptions and stereotypes and what influences us in interacting with others. How can we ensure we have a more balanced view of our world and avoid being influenced by stereotypes so they do not affect our future relationships?

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
7	Lent 4	To explore the relationships between carers (this can be parents, guardians, or someone else responsible for your wellbeing) and you and to explore how this relationship can be challenged by stages of life and development. What could be the dangers of a lack of communication between parents and children?
7	Lent 5	To further explore how to maintain a positive and safe relationship between children and their responsible adult. How can a teenager gain the trust of their responsible adult in order to increase the amount of independence they are given?
7	Trinity 1	To explore how online activity impacts on wellbeing and safety. Devise and write 5 strategies that will help people boost their self-esteem.
7	Trinity 2	To explore our own personalities, how we feel about ourselves and what affects that To consider how we can help ourselves and each other How will self-care help you become resilient learners?
7	Trinity 3	To produce a guide for keeping safe What behaviours cause people to be affected by social media?
8	Michaelmas 5	To be able to explain contraception and why it is important for maintaining good health. To consider the impact of sexual activity on physical and emotional health. Explain why teenagers can get access to contraception despite the law stating a person under the age of 16 cannot consent to sexual activity.
8	Michaelmas 6	To explore to wider social aspects of relationships and how to recognise the signs of relationships that could be dangerous How does your online activity affect your relationships?
8	Lent 1	To explore what is meant by bullying and the different types of bullying. To deepen understanding on the reasons why bullying may occur. Have a look at a scenario, what advice would you give?
8	Lent 2	To explore what we as bystanders can do to counteract bullying. To understand the effects bullying can have both mentally and physically If you can understand and evaluate why someone may bully.
8	Lent 3	To develop your knowledge about the adverse effects of bullying To understand how bullying may lead to violence at an individual or group level Think about what the implications of involvement with violence may be, both socially and mentally.

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
8	Lent 4	To consider the parent/child relationship and the responsibilities of both parties. To understand the legal responsibilities of a parent/carer. What can teenagers do to reassure their parents they are keeping safe?
8	Lent 5	To consider the changing relationship with parents/responsible adults. How does development make it difficult for teenagers to meet the expectations at home and at school?
8	Lent 6	To explore the risks children face due to the adults around them. You ask your friend why they are not keeping in touch on Snapchat or their phone any more. They say they have lost it and they cannot afford a new one. They become withdrawn from the group and after a few weeks they are only coming to school for a couple of days a week. Should you be concerned? Why? What could you do?
8	Trinity 1	To explore relationships and how to resolve conflict. Living with conflict is better than living in a separated family - discuss.
9	Michaelmas 2	To explore how communities can avoid preconceived opinions and become more inclusive. How will you challenge prejudice in our community?
9	Michaelmas 3	To consider the impact of segregation on the community of Blackburn and the wider areas. What can Blackburn and the wider areas do to integrate their communities?
9	Michaelmas 4	To explore what influences our perception and expectations of sexual relationships. Explain what 'honour based violence' is and give an example of how this may happen. What are the consequences for the perpetrators of honour based violence?
9	Michaelmas 5	To explore some of the physical changes in women and consider the emotional impact on themselves and others. Whilst the physical changes affect women, why do people of other genders need to be aware of these stages of physical change?
9	Michaelmas 6	To consider the dangers of forming relationships online and explore unhealthy characteristics and indicators of unsafe relationships. How may sexual abuse and early sexual activity affect a person's physical and mental health? How may it affect their relationships in the future?

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
9	Trinity 1	To explore how to negotiate a relationship that is considerate and positive for both parties. How can you keep yourself safe when starting a new relationship?
9	Trinity 2	To explore the importance of communication in relationships How important is sex in a relationship? Discuss/consider the difference between intimacy and sex.
9	Trinity 3	To consider the implications of sexual activity and the law. You are concerned a friend may be being pressurised to have sex with their partner. What do you do?
10	Michaelmas 4	To explore body image and the influence it has on our self esteem. What can teenagers do to maintain positive body image?
10	Michaelmas 5	To explore body image and the influence it has on our self esteem. You can make one change to the way social media platforms operate to help alleviate the pressure of having the 'perfect body, perfect life.' What would it be?
10	Michaelmas 6	To consider how healthy eating and healthy routines impact on our physical and mental health. Medical progress allows people to receive organ transplants and interventions to rectify and improve their physical health. Why should people prioritise keeping a healthy lifestyle if they can go on to have medical treatment to improve their health later in life?
10	Lent 1	To consider what domestic abuse is and how it manifests itself in relationships? Why do victims of domestic violence not seek support straight away? The statistics suggest 1 in 4 women and 1 in 6 men will suffer domestic abuse in their lifetime. Why might these statistics not be a true reflection of the true situation?
10	Lent 2	To recap the 10 abusive behaviours that may be present in an abusive relationship. To consider the impact on children in an abusive household/environment To explore abuse within young/teenage relationships and learn how to identify potential danger or harassing behavior During the periods of lockdown in the last 12 months, domestic violence and abuse has increased. What may have contributed to the increase? Extension: What help is available to people in abusive relationships in the current climate?
10	Lent 3	To consider the roles and responsibilities of parents. How do parents continue to parent successfully if their circumstances change?
10	Lent 4	To explore the roles and responsibilities of parents How might the responsibility of being a parent affect someone's mental health?

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
10	Trinity 4	To explore the diversity present in Blackburn with Darwen. How does the QEGS community work together to promote inclusivity and diversity?
10	Trinity 5	To consider the impact of discrimination and how it may lead to hate crime. What is the difference between tolerance, acceptance and understanding?
11	Michaelmas 5	To revise information on consent, contraception, sexual health and pregnancy. Does religion, culture or family affect the choices available to people when considering sex, pregnancy and health?
11	Michaelmas 6	To consider the topic of sexting and how to keep yourself safe in relationships. To consider what happens when a relationship ends. How may technology change the way we form relationships in the future? Identify positive and negative aspects from the video.
11	Michaelmas 7	To consider how to best keep yourself safe in your relationship. What non-verbal cues might a person give if they are not consenting to sexual activity?
11	Lent 5	To consider risks associated with a night out/social activities. Does an act of self defence give you the right to take another person's life? Discuss.

### Sixth Form

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
12	Michaelmas 6	To consider risks associated with a night out/social activities. Does an act of self defence give you the right to take another person's life? Discuss.
12	Michaelmas 8 and 9	To study the law on coercive control. Your friend stops contact following starting a relationship with someone you don't know, they don't meet up or return messages and when you bumped into them in the shop they were edgy and looked like they were dressing differently. What do you do?

YEAR GROUP	TERM	LEARNING OBJECTIVE/OUTCOMES
12	Lent 7	To explore our own personalities, how we feel about ourselves and what affects that. To consider how we can help ourselves and each other. To think about where we have come from and where we are going. How will self-care help you become resilient learners?
12	Lent 10 and 11	To explore the law and when actions are considered sexual harassment. Is telling someone you like their scent sexual harassment? Discuss.
12	Trinity 4	To learn about the LGBTQ+ community and advances in equality and inclusivity. Name one thing we can change in our community to ensure LGBTQ+ individuals can feel comfortable in being open about their sexual orientation.
12	Trinity 5	To learn about gender identity and how to be inclusive and promote equality. How may medical professions be challenged when treating trans people?
13	Michaelmas 8 and 9	To study the law on coercive control. Your friend stops contact following starting a relationship with someone you don't know, they don't meet up or return messages and when you bumped into them in the shop they were edgy and looked like they were dressing differently. What do you do?
13	Trinity 1 and 2	To consider the implications of sexual activity on a person's physical health. In the 1980s people diagnosed as HIV positive or found to have AIDS, were ostracised from society because of their lifestyle/sexual orientation. How can we prevent this type of discrimination from happening in the future?
13	Trinity 3 and 4	To explore the law and when actions are considered sexual harassment. Is telling someone you like their scent sexual harassment? Discuss.

#### Resources:

A range of age-sensitive materials are used in RSE lessons including those produced by:

BBC Education/Bitesize, example <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3-ks4-dealing-with-pressures-to-have-sex/zbwd7nb> (Year 9)

Childline, example <https://youtu.be/dgpg6oUvyAQ> (Year 12)

NSPCC, example <https://youtu.be/z1n9Jly3CQ8> (Year 8 upwards)

Amaze, example <https://youtu.be/mAPLTaRM48Y> (Year 7)

SEL Sketches, example <https://youtu.be/pDG1-BCZvTE> (Year 8)

Youth support organisations and collaborations with the police, example <https://youtu.be/sgM6ju2Xi-0> (Year 9)

Disrespect Nobody, example <https://youtu.be/EyH2eGA1POo> (Year 10)

BBC, example <https://www.bbc.co.uk/iplayer/episode/p08v5pwj/is-this-coercive-control> (Year 13)

**Appendix 2: By the end of Primary Phase, 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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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) who 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>

**By the end of Secondary Phase 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>
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 relationships</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>

TOPIC	PUPILS SHOULD KNOW
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>