

# TORMEAD

## RELATIONSHIPS AND SEX EDUCATION POLICY

*This whole school policy also applies to the Early Years Foundation Stage*

### Definition

Relationships and sex education (RSE) is education about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, diversity and sexual identity. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

### Rationale and ethos

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of RSE at Tormead is to give our girls the knowledge that will enable them to make informed decisions about their wellbeing and health and the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. Sexual abuse in any form is unacceptable and this should be clearly understood by all. A core intent of RSE at Tormead is to give pupils the skills to avoid such relationships and the knowledge and confidence to seek support whenever necessary, knowing that everything will be done to help them and bring offenders to justice. A new group in Student Council has been formed as a first step in ensuring an even more open, honest and effective dialogue between pupils and staff meaning that concerns are heard and acted upon on an ongoing basis.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. There is a clear expectation that all staff and pupils will demonstrate understanding of diverse choices and an expectation that everyone will work proactively to build a diverse, safe, welcoming and inclusive community. At Tormead, we want to build our girls' self-esteem and confidence in order to make good, positive decisions around sexual activity. Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

The RSE programme at Tormead is firmly underpinned by the school's Values and our deliberate cultivation of the Values, Attitudes and Attributes of the High Performance Learning programme.

### School Values

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our girls
- We prepare our girls for life beyond school

### Aims

The aims of RSE at Tormead are that girls should:

- Receive reliable, balanced and factual information
- Reflect on their own individual values, attitudes and emotional development
- Develop feelings of self-respect, confidence and empathy
- Understand the importance of building healthy, positive relationships founded upon

- good communication and consideration of the feelings of others
- Explore differences and learn to value diversity in all its forms
- Learn to make informed, responsible decisions
- Have a clear understanding of the legal framework, and the importance of consent
- Develop the knowledge, skills and attributes they need to manage their lives now and in the future

### **Legislation (statutory regulations and guidance)**

Under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Department for Education statutory guidance - "Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)" states that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools) from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Tormead, we have chosen to deliver RSE as part of our PSHE programme.

### **Curriculum design**

Tormead recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Parents and girls were given the opportunity to contribute their views via surveys and staff by feeding back directly to the Head of PSHE, who then took their suggestions into account in adapting the curriculum. However, it is important to note that consultation is not the same as negotiation and it is virtually impossible to meet the values or viewpoints of everyone in the school community.

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils are given opportunities to consider and clarify their values and beliefs through enquiry and sensitive discussion.

The Head of PSHE also works closely with colleagues in related curriculum areas to ensure the RSE compliments and does not duplicate content covered in other compulsory subjects such as ICT, Biology and PE. Mandatory content not delivered in other compulsory subject areas is covered in PSHE lessons and may be supplemented by extra-curricular talks. Appendix 1 sets out how the school delivers the content required by the DfE's most recent guidance but we may choose or need to adapt this timetable as and when necessary.

### **Delivery of RSE**

RSE at Tormead 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).

In the Prep School, 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

In the Senior School, 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 and consent

For more information about Tormead's RSE curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

### **Safe and effective practice**

RSE often draws on pupils' real-life experiences and for it to be effective, the creation of a safe and supportive learning environment is essential. Certain ground rules must therefore be established and understood by all those who take part.

At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions

Observations will be undertaken by the Head of PSHE to ensure consistency of teaching and the safety of pupils. Ordinarily, visitors will be discouraged from observing RSE lessons. Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools, a google search performed, and the staff inviting them will brief them in advance regarding the school's safeguarding procedures. Visiting speakers will always be accompanied by a member of staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Record'.

### **Safeguarding**

All teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow normal safeguarding procedures in immediately discussing these concerns with a Designated Safeguarding Lead so that appropriate support can be put in place.

### **Equality**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE.

The school can take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the school would take particularly seriously evidence of LGBTQ+ pupils disproportionately being subjected to bullying, abuse or harassment. Rapid action would be taken.

The school seeks to be aware of contemporary issues such as heteronormative or racial bias, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

#### *Pupils with Special Educational Needs and Disabilities (SEND)*

The school will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

#### *Lesbian, Gay, Bisexual and Transgender (LGBTQ+)*

In teaching RSE, Tormead will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect and that it lies at the heart of their ethos, values and behaviour. The school will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBTQ+.

### **Roles and responsibilities**

#### *The Head*

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education (other than the sex education which sits in the curriculum as part of science).

#### *The Assistant Head: Wellbeing*

The Assistant Head: Wellbeing is responsible for the development and review of the RSE policy across the whole school.

#### *The Head of PSHE*

The Head of PSHE is responsible for the creation and development of the RSE curriculum for Years 7 to 11 in the Senior School and monitoring and evaluating its delivery in PSHE lessons, for example through regular parent and pupil surveys. The Head of PSHE is responsible for ensuring that all teachers who deliver PSHE are appropriately prepared and resourced.

#### *The Head of Sixth Form*

The Head of Sixth Form is responsible for the creation and development of the RSE curriculum for the Sixth Form and for monitoring and evaluating its delivery.

#### *The Director of Studies (Prep School)*

The Prep School : Director of Studies is responsible for the creation and development of the RSE curriculum in the Prep School and monitoring its delivery in PSHE lessons.

#### *Teaching Staff*

Teaching staff are responsible for:

- Delivering the RSE curriculum fully and sensitively
- Modelling positive attitudes to RSE

- Responding to the needs of individual pupils, including those who have been withdrawn

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.

### *Pupils*

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

### **Parents' right to withdraw**

#### *Prep School*

Parents do not have the right to withdraw their children from relationships education or from sex education which is covered in the science curriculum.

#### *Senior School*

Parents have the right to withdraw their children from sex education (other than the sex education which sits in the curriculum as part of science) within RSE up to three terms before their child turns 16, in line with government guidance. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

When pupils are withdrawn from sex education, alternative arrangements will be made: this will normally entail working in the library.. If parents have any queries or wish to withdraw their daughter from sex education, they should contact their daughter's Head of Year in the first instance. Before granting such a request, the Head will meet parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

A note of any such decision will be placed on the pupil's Individual Record.

### **Review**

This policy will be reviewed annually by the Senior Leadership Team.

**Date of Last Review: 8th June 2021**

## **APPENDIX 1: CURRICULUM MAPS**

### **Prep School Relationships & Sex Education Programme 2021-2022**

Online Safety is taught specifically in every year of the Prep School from Year 1 through the IT Curriculum, as well as forming part of the PSHE curriculum.

<b><u>Year</u></b>	<b><u>PSHE/Form Time</u></b>	<b><u>Science</u></b>	<b><u>Religious Studies</u></b>
1	<p>Medicines and their use in context with themselves-healthy living.                      My body                      Keeping Safe and stranger danger                      Respect – special times with families, respect for others                      My family                      My Values                      Feelings                      Making effective decisions                      People who care for me.                      Being bullied- what to do.                      Celebrating differences, cultural identity</p>	<p>Ourselves – parts of the body.</p>	<p>Family – looking after ourselves and each other                      Caring for others, Who is in your family? Who is special to you?                      Our community                      Easter celebrations, e.g. giving of Easter eggs                      Moral stories from different religions-acts of kindness,</p>
2	<p>Use of medicines (can be harmful if not used properly) – healthy living                      Differences- mutual respect and understanding                      Friendships- qualities                      Making good personal choices.                      Mindfulness and talking mental health                      Good and bad decisions                      Feelings in different situations</p>	<p>Growth and variation                      Animals and humans                      Offspring changes</p>	<p>Ceremonies:                      Bar/Bat Mitzvah (Judaism)                      Aqiqah (Islam)                      Weddings (Hinduism)                      The Ten Commandments                      Family traditions in different cultures.                      Welcoming babies through Akika (Islam) ,                      Shabbat celebration (Judaism)</p>
3	<p>Belonging to groups- where do I belong</p>	<p>Our bodies                      Exercise/ fitness/                      Leisure</p>	

	<p>Mental health /worries Tolerance and differences/celebrating diversity Use and abuse of medicines, effects and risks. Personal safety Bullying and how to overcome this Friendships and how they differ Make choices to form solutions/resolving conflicts/ making decisions Benefits of team work Setting targets and goals Environmental issues- conserving resources</p>		<p>Creation Stories from different religions: Adam &amp; Eve Parables from the Bible / Messages, caring for others</p>
4	<p>Mental health and wellbeing Personal feelings and responses Sharing problems- who can you trust? Personal organisation Recognising dangers (eg. from strangers) Self-esteem Peer pressure Friendships- qualities, different types of friendships Families Differences, respect and tolerance Understanding of safe and unsafe situations Making informed decisions.</p>	<p>Balanced diets Physical activity</p>	<p>Friendships Saying 'No' Hinduism: Holy places, texts and worship- recognising and respecting different faith beliefs and cultures</p>
5	<p>Talking mental health and wellbeing Friendships Developing relationships- positive</p>	<p>Puberty &amp; addictive substances Reproduction Life cycles of animals</p>	<p>Rights and responsibilities Rites of passage Values in different religions</p>

	<p>Keeping safe at home and at school, online safety</p> <p>Peer pressure</p> <p>Bullying, getting help</p> <p>Gender stereotyping</p> <p>Puberty &amp; menstrual cycle, safety and my body</p> <p>Emotional and physical changes.</p> <p>Fair play, tolerance and respect for others.</p> <p>Keeping safe/public places</p>		<p>Symbols of different religions and their communities</p>
6	<p>Friendships, self evaluation, peer pressure, bullying</p> <p>Recognising risks, unsafe situations.</p> <p>Mental health</p> <p>Male and female reproductive organs</p> <p>Puberty and menstruation</p> <p>Pregnancy, birth and care of the girl</p> <p>Social &amp; emotional growth</p> <p>Coping with changes</p>	<p>Puberty</p> <p>Human reproduction</p> <p>Inheritance</p> <p>A healthy body</p>	<p>Types of family</p> <p>Role of religions and community/ support networks</p> <p>Moral guidance in holy books from different religions</p> <p>Bar/Bat Mitzvah celebrations- children becoming adults.</p>

## Senior School Relationships & Sex Education Programme 2021-2022

Year	PSHE	Science	Religious Studies
7	<p>Puberty - body changes, periods &amp; emotions changes for boys and girls</p> <p>Anonymous questions</p> <p>Family – diversity/ roles of children &amp; parents</p> <p>Friendship – healthy relationships / bullying &amp; cyberbullying</p> <p>Tolerance / prejudice/ discrimination</p> <p>ICT relationships – appropriate &amp; inappropriate &amp; law online / how to report</p>	<p>Human life cycle</p> <p>Changes at puberty</p> <p>Structure and function of male and female reproductive organs</p> <p>Gametes</p> <p>Menstruation</p> <p>Fertilisation</p> <p>Development of foetus</p> <p>Care of baby in humans and other animals</p>	<p>Treating people fairly and with respect</p>
8	<p>Changing relationships – emotional changes, attraction , image / cyberbullying</p> <p>Self confidence &amp; self esteem – in relation to social media</p> <p>Respect – old age / disability</p>		<p>Roles within a family</p>
9	<p>Commitment &amp; the variety of committed relationships</p> <p>Contraception – types, age of consent Consent</p> <p>Appropriate intimacy</p> <p>Gender Identity</p> <p>Purpose of sex education</p> <p>Sexual Bullying</p> <p>Idea of emotional &amp; physical changes</p>	<p>Hormones in menstrual cycle.</p> <p>Chemical contraception &amp; IVF</p> <p>Sexually transmitted diseases</p>	

	<p>Friendship – respect / change &amp; romance</p> <p>Self-esteem &amp; confidence</p> <p>Social pressures / peer pressure</p> <p>ICT – criminal offense to share indecent images / sexting / online sharing remains there</p>		
10	<p>Sex can be delayed</p> <p>Sending nudes, pressures</p> <p>Consent &amp; law Domestic Abuse – recognising an unhealthy intimate relationship Pornography</p> <p>Contraception, STIs &amp; tests – HIV / AIDS</p> <p>Abortion and family planning, fertility, miscarriage, adoption, teenage pregnancy</p> <p>Intimacy -relational vs abusive</p> <p>Media</p> <p>Anonymous questions</p> <p>Equality Act</p>	<p>GCSE Hormones in menstrual cycle Chemical contraception &amp; IVF (this year only)</p>	<p>GCSE Christianity and relationships:</p> <ul style="list-style-type: none"> <li>- attitude to sex before marriage</li> <li>- contraception &amp; marriage</li> <li>- attitudes to homosexual relationships</li> </ul> <p>General RE Love and relationships Distorted images of relationships / objectification Commitment and relationships Jealousy Divorce Adultery</p> <p>Marriage Religious views on relationships</p> <p>Respectful behaviour towards each other</p>
11	<p>Rights – LGBTQI+</p> <p>Domestic violence</p> <p>FGM and forced marriage</p> <p>Variety of committed relationships</p> <p>Sexual health - sources of advice locally</p> <p>Sexual behaviour in relation to drinks, drugs &amp; alcohol, festivals</p>	<p>GCSE All:</p> <ul style="list-style-type: none"> <li>- reproductive hormones</li> <li>- genetic determination of sex</li> </ul> <p>Separate Science:</p> <ul style="list-style-type: none"> <li>- diet</li> <li>- pregnancy</li> </ul>	<p>GCSE Abortion Sanctity of life</p>

	<p>Sexting, distorted ideas</p> <p>Rape &amp; consent</p> <p>Anonymous questions</p> <p>Workshop – if delivered – on self esteem &amp; diversity – champions of change</p>		
L6	<p>Sexual health</p> <p>Issues concerning sexuality, specifically homosexuality</p>	<p>AS</p> <p>Methods of disease transmission</p>	<p>AS</p> <p>Sanctity of Life</p> <p>Not treating people as a means to an end</p>
U6	<p>Sexual health</p> <p>Issues concerning sexuality - specifically homosexuality</p>	<p>A2</p> <p>Control of the menstrual cycle</p>	<p>A2</p> <p>Sexual Ethics – contraception, marriage, adultery, homosexuality, sex outside marriage. Responses of various ethical theories</p>

## APPENDIX 2: RSE CURRICULUM

### By the end of primary school pupils should know...

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
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> </ul>

	<ul style="list-style-type: none"> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**By the end of secondary school pupils should know...**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> </ul>

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

- 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