

# Fitzharrys School



## Relationships, Sex and Health Education (RSHE) Policy

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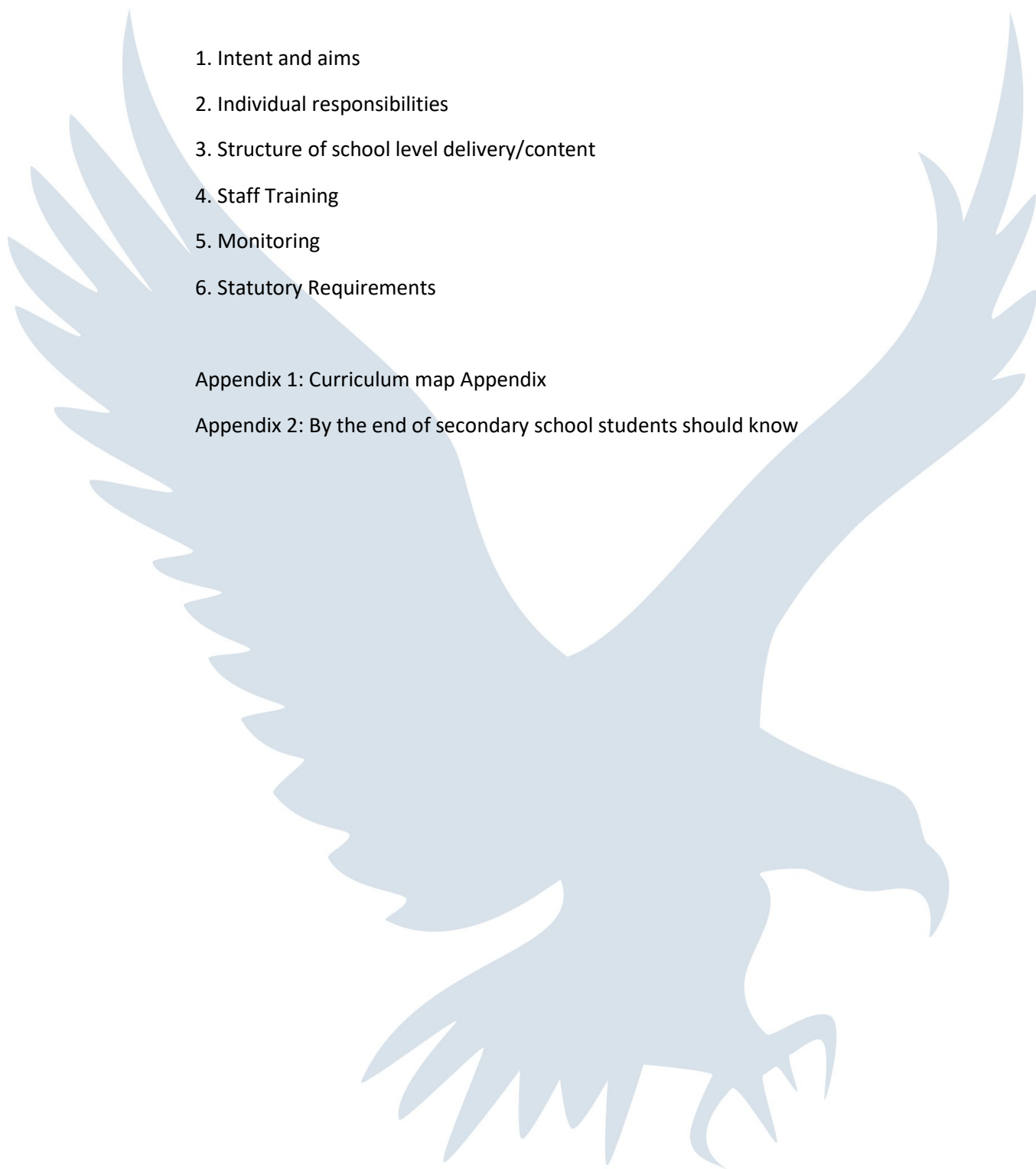
# Relationships, Sex and Health Education (RSHE) Policy

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## 1. Intent and aims

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

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

**The aims** of Relationships, Sex and Health education (RSHE) at our school are to:

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

## 2. Individual responsibilities

The Trustees

The Abingdon Learning Trust Board have delegated the approval of this policy to the Local Academy Board and the Education Standards Committee.

The Headteacher

The Headteacher of each Abingdon Learning Trust school is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSHE.

Staff

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RHSE are encouraged to discuss this with their line manager.

RSHE will be coordinated by the SLT RSHE Lead in each Abingdon Learning Trust School along with Heads of Year and other relevant pastoral staff.

#### Students

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

#### Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSHE 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 and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's file. The headteacher will discuss the request with parents and take appropriate action, such as where the student goes for that session.

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

### 3. Structure of School Level delivery/content

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

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

For more information about our RSHE curriculum, see the RSE curriculum map on our website.

We recognise the need for a whole school approach to RSHE in which a progressive and inclusive curriculum is central; and meets the needs of all students.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, at Fitzharrys School as part of our tutorial program. We refer to this as Fitz

Focus, Biological aspects of RSHE are taught within the science curriculum, and other aspects are included via Philosophy and Ethics (religious education) in Humanities.

RSHE 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 students with SEND, the school will refer to the specific learning needs of individuals through their EHCP and other knowledge and information, when planning and delivering sessions. Additional sessions will be delivered via the SENCo and her team with students as appropriate.

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: children we care for (previously known as looked after children (LAC) or young carers).

#### 4. Staff Training

Staff are trained on the delivery of RSHE as part of their form tutor role and it is included in our continuing professional development calendar.

#### 5. Monitoring

The delivery of RSHE is monitored by the SLT Lead along with relevant Teaching and Learning and Pastoral staff. Monitoring will take place through our Joint Practice Development review process consisting of curriculum intent review meetings with subject leads, learning walks, student panel interviews as part of our curriculum monitoring and development cycle. Students' development in RSHE is monitored by form teachers as part of our internal assessment systems and additional wider learning days.

#### 6. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. 5

In teaching RSHE, 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. We teach RSHE as set out in this policy.

The teaching of Health Education and Relationships and Sex Education aspects of PSHE education is compulsory in all secondary schools from September 2020.

## Appendix 1: Whole School Fitz Focus Curriculum Map

(website link [PowerPoint Presentation \(fitzharrys.oxon.sch.uk\)](http://fitzharrys.oxon.sch.uk) )

# FitzFocus+ (PSHE & RSE) CURRICULUM MAP



### Our subject vision:

We want students to develop as individuals so that they are well informed and able to make positive life choices. FitzFocus+ supports the personal and academic development of our students from Years 7 to 11 so that they are able to thrive both in school and beyond. FitzFocus+ is a key curriculum area and a driver for the realisation of our school values: Aspiration, Opportunity and Integrity.

<b>Aspiration</b>	<p>The curriculum supports the development of a Growth Mindset approach to learning and the belief that all students can achieve their personal goals and aspirations with hard work, commitment and dedication.</p> <p><b>Knowledge:</b> Our FitzFocus+ lessons build upon prior learning in Primary School and develop year on year so that age appropriate content is delivered. The Jigsaw-116 programme includes six units of study, each with six lessons. The programme is designed to be taught sequentially throughout the school year, one per term, as follows:</p> <ol style="list-style-type: none"><li>1. Being me in my world</li><li>2. Celebrating difference</li><li>3. Dreams and goals</li><li>4. Healthy me</li><li>5. Relationships</li><li>6. Changing me</li></ol> <p><b>Skills:</b> FitzFocus+ follows the Jigsaw 116 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach is underpinned by mindfulness philosophy and practice and supports the PSHE (Personal, Social, Health and Economic Education) of our students while also developing resilience, mental health, emotional literacy, social and employability skills. This is further supported by our Assembly program and other supporting Fitz Focus sessions relating to British Values and the SMSC (spiritual, moral, social and cultural) development of students.</p> <p><b>Understanding:</b> FitzFocus+ follows the Jigsaw 116 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach ensures that the subject content is age appropriate as part of a spiral curriculum. At the end of each unit staff are able to check understanding and respond to offer further support and guidance with any common needs being addressed through assemblies or wider learning day sessions.</p>
<b>Opportunity</b>	<p><b>Within the classroom:</b> Students are supported to develop their knowledge and understanding across each of the Jigsaw pieces. The program has been developed for implementation at Fitzharrys with a supporting work book created for each term. These, overtime will offer a good reference source students to reflect on. The sessions are also delivered by form tutors in support of our tutors being the first point of contact for parents and students and as such means that they are well placed to support and respond to any concerns which arise in response to the topic areas / subject content.</p> <p><b>Beyond the classroom:</b> In addition to the main FitzFocus+ Jigsaw lessons a range of enrichment opportunities and activities support this work via our wider learning days. The drop down off tim</p>

# FitzFocus+ (PSHE & RSE)

## CURRICULUM MAP



<b>Opportunity</b>	<p>table sessions are focused on a range of themes which support the personal development and wellbeing. focus areas/topics include: teamwork, equality, enterprise, mental health, risky behaviour/life choices, sexual health, first aid, safety, life and learning, careers, revision techniques and exam preparation. Many of these events make use external agencies and professionals including The Abingdon Bridge, Thames Valley Police, South Central Ambulance Service / restart a heart, T NHS, Fire Brigade, Pegasus Theatre, DAMASCUS, SAFE project, Show Racism the Red Card.</p> <p>The curriculum delivered is further supported by our assembly programme and other curriculum areas such as Science. The students FitzFocus sessions also support the wider development of students and our approach to SMSC which includes supporting the development of students cultural capitol via a weekly news quiz and 'hot spots', careers as well as their numeracy and liter skills.</p>
<b>Integrity</b>	<p>Our aim is to empower our students so that they may understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy and fulfilling lives, making the positive life choices with absolute integrity.</p> <p><b>Knowledge:</b> The content is student driven and is inline with the most recent national guidance from the DfE, as such the programme is compliant with the statutory Relationships and Sex Education (RSE) requirements. The aim of RSE is to give young people the information they need help then develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a health relationship looks like and what makes a good friend, good colleagues and a successful marriage or other type of committed relationship.</p> <p><b>Skills:</b> Students are given opportunities to consider their own values, feelings and opinion and to develop understood and reasoned views and opinions. Through their work FitzFocus+ students also develop their personal values our Fitz Fundamentals which build upon the DFE's fundamental British Values- core life skills focused on responsibility, commonality, tolerance and diversity mutual respect, individual liberty, democracy and the rule of law.</p> <p><b>Understanding:</b> Students demonstrate their understanding through the completion of the lesson tasks and activities as well as the submission of feedback surveys. The understanding of the curriculum becomes a lived reality through the behaviour of students in school and in the community via the realisation of our Three R's and students being in the RIGHT Place and the RIGHT time and most importantly always doing the RIGHT thing.</p>

### How this document works:

This Curriculum Map will show you everything we do in FitzFocus+. It shows the learning journey from year 7 to year 11 and beyond

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Miss Emeny (Yr7), Mrs Beedle (Yr 8 & 9) or Miss Pharoah (Yr 10 & 11)



## SUBJECT CURRICULUM MAP: KS3



### Healthy Me

Big Question: How can substances impact on wellbeing?

Exploration of substances and their effects including alcohol, smoking and making healthy choices as well as life saving skills

### Dreams & Goals

Big Question: Who do I dream of becoming?

Exploration of dreams for life, the power of planning and personal strengths along with mental health and illness and media manipulation

### Celebrating Difference

Big Question: Is being different a good thing?

Exploration of equality, bullying, understanding difference, the power of positive language and discrimination.

### Relationships

Big Question: Can relationships ever be equal?

Exploration of power in relationships, assertiveness and saying no. Porn – is it real? Contraception and consequences of unprotected sex.

### Changing Me

Big Question: How do I feel about becoming an adult?

Exploration of mental health, managing changes and our emotions, resilience, sleep and wellbeing.

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4**

Wider Learning Days  
• Sexual Health Carousel  
• Fitzactive

### Being Me in My World

Big Question: To what extent does the world I live in affect my identity?

Exploration of expectations and perceptions of relationships, peer approval, risks, being 'me' in a group and consent within peer and intimate social groups

**Year  
9**

### Changing Me

Big Question: What factors make an intimate relationship happy and healthy?

Exploration of different types of relationships and what's in a relationship; exploration of the feelings associated with attraction. Does watching pornography help people to understand relationships? Alcohol and risk.

### Relationships

Big Question: Because I'm worth it... or am I?

Exploration of being in control of... my self, my relationships, personal space and social media. Managing control and coercion in relationships

### Healthy Me

Big Question: Can I become more responsible for my health and happiness?

Exploration of 'me and my health', healthy choices: managing stress, substances. Substance misuse

Wider Learning Days  
• Mental Health  
• Life Choices  
• Fitzactive

### Changing Me

Big Question: How do I feel about becoming an adult?

Exploration of body changes, image and self-esteem, feelings, relationships and having a baby

**Year  
8**

### Being Me in My World

Big Question: Can I choose how I fit into the world?

Exploration of who I am, my family and family factors. The power of first impressions and faiths and beliefs

### Celebrating Difference

Big Question: How different are we really?

Exploration of bullying, prejudice, discrimination and inequality. How can students make a difference?

### Dreams & Goals

Big Question: Can the choices I make now influence my future?

Exploration of long term goals, money and earnings, what money can't buy. The price of life and online safety.

### Relationships

Big Question: What can make a relationship healthy or unhealthy?

Exploration of positive qualities of healthy relationships, changing feelings, emotions and relationships as well as external factors and assertiveness

### Healthy Me

Big Question: To what extent am I responsible for my mental and physical health?

Exploration of mental and physical and mental health and related health choices to support and sustain wellbeing

### Dreams & Goals

Big Question: Can my choices affect my dreams and goals?

Exploration of dreams and goals and supporting skills and coping strategies which may support achievement in the future along with how choices may affect the realisation of dreams and goals

### Celebrating Difference

Big Question: Do we need to feel 'the same as' to belong?

Exploration of prejudice and discrimination, challenging own and others attitudes and values accepting difference. Challenging stereotypes, discrimination and bullying

### Being Me in My World

Big Question: How do I fit into the world I live in?

Exploration of who you are, influences including peer pressure. Exploration of online identity and consequences of online behaviour.

**Year  
7**

Wider Learning Days  
• Health  
• Team Building  
• Enterprise  
• Show racism the red card  
• Finance  
• Year 7 camp



# SUBJECT CURRICULUM MAP: KS4



## Further study

## Summer exams

### GCSE Exams

Big Question: Can you look back and have no regrets?

Students will be working to complete their GCSE exams

### Exam Preparation

Big Question: Are you ready for the challenges ahead?

Exam preparation support and preparation via revision preparation and revision of proven revision techniques while maintaining a sense of perspective, work / life balance and mental wellbeing

### Relationships

Big Question: Is it possible to stay true to yourself and be in a healthy relationship?

Exploration of intimate romantic relationships and how to access health and advice about relationships as well as power within intimate relationships. Students will also understand there is a spectrum of gender diversity and sexuality and how to access LGBT+ support

### Changing Me

Big Question: Can all change be positive in some way?

Exploration of changes in society and how will affect students as well as managing change and decision making along with gender and sexual identity; gender stereotypes and physical and emotional changes

Year 11

### Being Me in My World

Big Question: Are we in the adult world at 16?

Exploration of becoming an adult, relationships and the law as well as key elements of the law including the equality act, online activities, misuse of technology and the steps to take faced with an emergency situation and the feelings encountered

### Dreams & Goals

Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?

Exploration of anxiety and managing these feelings both now and in the future as well as looking at money and debt, future relationships, dream jobs and skills and what to do when things go wrong

### Healthy Me

Big Question: Should sexual health, relationships and sex be discussed more openly?

Exploration of relaxation and managing stress, hygiene and health as well as responding to pressures around sexual relationships; pregnancy and choice and how to stay safe in sexual relationships.

### Relationships

Big Question: Is love all you need?

Exploration of healthy, long term relationships, healthy connections while considering 'don't believe what you see' to critically evaluate the truth or otherwise of a relationship as well as considering unhealthy relationships, love and loss.

Mock exams



### Wider Learning Days

- Life & Learning
- Work Experience
- Careers and next steps
- Exam preparation
- Wellbeing

### Healthy Me

Big Question: When it comes to health, to what extent am I in control?

Exploration of factors affecting physical and mental health and actions which can enhance and protect health as well as looking at diseases, treatments and lifestyle choices: we have extraordinary bodies/minds

### Dreams & Goals

Big Question: Is success only possible when physical and emotional needs are in balance?

Exploration of relationships and those which will support the realisation of achieving goals along with students own goals and their health, the importance of a work life balance and securing a healthy balance

### Celebrating Difference

Big Question: Does difference result in inequality?

Exploration of Equality: what does it mean in the UK, the workplace, relationships as well as exploring power in relationships and how to challenge inequality

### Being Me in My World

Big Question: Is managing my online and offline world within my control?

Exploration of how social media affects students, their identity and culture, along with online safety threats and risks as well as considering liberty and safety as well as exploration of grief

Year 10



Year  
9

Year  
8

Year  
7

1	<b>Being Me in My World</b>
Why this?	It is important that all students have an understanding of their expectations of peer friendships and intimate relationships and
Why now?	Students understand how the choices they make can be linked to their selfidentity and selfesteem and how this can affect their health and relationships

2	<b>Celebrating Difference</b>
Why this?	Students to challenge their own and others attitudes to differences in relation to key protected characteristics with understanding of bullying
Why now?	Students to understand how prejudice, discrimination and bullying can arise and how these can affect mental health

3	<b>Dreams &amp; Goals</b>
Why this?	Students will reflect and identify their personal strengths and health goals along with areas they would like to improve
Why now?	Work will support the 'options' process and the students selecting their GCSE courses for Year 10 and 11

4	<b>Healthy Me</b>
Why this?	Students to understand that the majority of people their age make positive lifestyle choices and that there are many misconceptions
Why now?	Students are to be supported and confident to make healthy decisions and lifestyle choices being confident to do so maintaining 'social norms'

5	<b>Healthy Relationships</b>
Why this?	Students are to be supported and able to consider the risks and consequences of becoming sexually active along with power in relationships
Why now?	It is important that students are aware of the choices they have in relationships and the choices around consent and consequences of sexual activity

6	<b>Changing Me</b>
Why this?	Students to be aware of how different types of change can affect mental health and to develop strategies to help develop resilience
Why now?	Students to understand the importance of managing change and emotions as well as lifestyle with sleep an important part of development

1	<b>Being Me in My World</b>
Why this?	Students to understand how to identify influences and differences and use these positively in relationships or friendships
Why now?	Supports students personal development and understanding of peoples differences and diversity

2	<b>Celebrating Difference</b>
Why this?	Students to understand how respect and equality or the lack of these affects relationships
Why now?	Students to recognise that they can make a positive difference to their school and local community

3	<b>Dreams &amp; Goals</b>
Why this?	Students to know what their long term goals are and how they can achieve them supported by their short and medium goals
Why now?	Students to have an understanding of how choices they make now can affect their future life chances and opportunities

4	<b>Healthy Me</b>
Why this?	It is important that students have a good understanding of how to maintain good health, manage stress and avoid negative substance
Why now?	Students must understand how and when the influence of others could be harmful to their health and happiness

5	<b>Healthy Relationships</b>
Why this?	It is important that students know and understand the differences between a healthy, positive relationship and a coercive one
Why now?	Relationships affect everything we do in our lives and that relationship skills have to be learned and practised

6	<b>Changing Me</b>
Why this?	Students to know the different types of relationships people can have and that feelings and emotions can change
Why now?	Students to be able to express their own opinions on relationship issues and what behaviours / attitudes make un/healthy relationships

1	<b>Being Me in My World</b>
Why this?	Allows students to recognise that identity is affected by a range of factors and how they can maintain positive on and offline relationships
Why now?	Transition to school and increased access to phones and online apps and social media

2	<b>Celebrating Difference</b>
Why this?	Helps students to explore and understand key areas and to challenge own and others attitudes/values accepting difference in others
Why now?	Supports tolerance and understanding of how respect impacts on relationships with understanding of school rules and also equality laws

3	<b>Dreams &amp; Goals</b>
Why this?	Students will identify their dreams and goals along with key skill that may benefit them in the future while being responsible
Why now?	Students will develop an understanding of how choices they make affect relationships, health and their future

4	<b>Healthy Me</b>
Why this?	Explores life choices to secure positive healthy lifestyles and wellbeing especially nutrition, exercise and sleep
Why now?	Students to have an awareness of positive life choices and their responsibility in helping them to feel good

5	<b>Healthy Relationships</b>
Why this?	An awareness of key behaviours and attitudes which could make a relationship healthy or unhealthy is important
Why now?	Students to have an understanding of behaviours and attitudes that could make an relationship healthy or unhealthy

6	<b>Changing Me</b>
Why this?	Students to understand key body changes and how to access support and help each other cope with the changes during puberty
Why now?	Building upon the previous work during primary school students will be aware of the changes they will experience and how to manage this

Jigsaw units are designed to be taught sequentially throughout the school year, one per term with the subject content building year on year.



## Year 11

<b>1</b> <b>Being Me in My World</b>  Why this? It is important that students are able to consider what it means to be an adult and legislation which affects them in terms of sex and relationships, equality act, online activities and purchasing alcohol/tobacco  Why now? Students need to know the rights, responsibilities and laws which affect them and what they need to do to be responsible citizens as they develop into young adults	<b>2</b> <b>Dreams &amp; Goals</b>  Why this? Students will consider their aspirations for the future in terms of jobs and relationships and consider the skills and attributes needed for success as well as what to do if things go wrong or they are in need of help and support  Why now? Students will develop coping techniques for when they feel overwhelmed so that they can control situations and focus on being successful in their studies as they pursue their goals	<b>3</b> <b>Healthy Me</b>  Why this? Students to understand how they can manage their health including hygiene, stress and self-examination as well as staying safe in sexual relationships so that they may be confident and be healthy and safe young adults  Why now? It is important that students are able to make safe and healthy choices as they develop into young adults and that they are also aware of how to access support
<b>4</b> <b>Relationships</b>  Why this? Students need to know how to protect their sexual and reproductive health along with an understanding of intimate romantic relationships, diversity and sexual orientation as understanding young adults  Why now? It's important that students understand and consider how power in relationships can affect people and that they understand issues relating to inclusion, equality and human rights as they become young adults	<b>5</b> <b>Exam Preparation</b>  Why this? Students are to explore a range of revision techniques and methods to support their final preparations for their GCSE exams this term  Why now? GCSE exams start this term so support and guidance re exam preparation is essential to support student success	<b>6</b> <b>GCSE Exams</b>  Students will be working to complete their GCSE exams

## Year 10

<b>1</b> <b>Being Me in My World</b>  Why this? Students to understand how to keep themselves safe in their online and off line relationships and to respond to different virtual, social and life experiences with confidence.  Why now? Students have increased social and virtual interaction and its important that they continue to understand behaviours that people exhibit and how to keep themselves safe.	<b>2</b> <b>Celebrating Difference</b>  Why this? Students are to consider equality and what this means in the UK and the workplace alongside being part of a multicultural society as well as how to challenge inequality  Why now? Some students may begin to look for job opportunities and it is important that they are aware of these key areas and know how to challenge inequality if they encounter it	<b>3</b> <b>Dreams &amp; Goals</b>  Why this? Students will understand how relationships and being part of a community can help them and other to be successful and to achieve their goals and aspirations  Why now? Students will need to be self reflective and resilient to be successful in their GCSE studies, clear goals and ambitions linked with positive health will help secure success
<b>4</b> <b>Healthy Me</b>  Why this? Students are to recognise how health choices can impact on feelings and emotions along with how the people around us can also have an effect on how they feel  Why now? Students to further develop an understanding of the importance of looking after themselves in terms of both physical and mental health and the links between these two aspects of personal health	<b>5</b> <b>Relationships</b>  Why this? Students will learn about healthy, longterm relationships and what is required to make them sustainable as well as negative factors such as coercive behaviours/exploitation  Why now? It is important that students are able to recognise their own emotions and that they are able to identify when a relationship is good for them or not as well as how and who to approach for help if the need it	<b>6</b> <b>Changing Me</b>  Why this? Students will explore changes and decision making and consider how some people may experience change with regard to gender and sexual identity  Why now? Students to identify some of the changes in society and how they will affect them along with the role of the media on social change as well as their own emotions and life experiences.

Jigsaw units are designed to be taught sequentially throughout the school year, one per term with the subject content building year on year.

### Appendix 3: By the end of secondary school students should know (Source: PSHE Association)

TOPIC	STUDENTS 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> <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	STUDENTS 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	STUDENTS 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>

