



Newdigate C of E Infant School

Relationships and Sex and Health Education Policy

Approved by:	Full Governing Body	Date: March 2021
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Last reviewed on:	February 2021
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Next review due by:	February 2024
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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationship issues
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Newdigate's Values

Our school's ethos and values relate to RSE.

Our school vision is 'In God's hands we learn and grow.' We use the parable of the mustard seed to help our infants understand that they may be little but they can achieve a lot.



As a Church school with a strong Christian ethos, we are committed to doing the best for all of the children in our care, making everyone feel included and valued. We have worked with members of our community to choose six Christian based values that will help guide us to be the best we can be in our everyday lives.



These values form the foundation of our choices as adults and we will take the time to learn more about what they mean and question what they might look like in our community and beyond, making sure this is understood by and relevant to the lives of the children.

3. Statutory requirements

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

The school's Child Protection and Safeguarding policy (September 2020) and Equality policy outline our approach to these important areas. In addition, we also teach children the appreciate requirements within the science curriculum. **(Year 1:** to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2:** notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene).

At Newdigate C of E Infant School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – our 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 were invited to give feedback about the proposed policy
4. Pupil consultation with our Little Governors (school council) – we shared and discussed our aims and curriculum at an age and stage appropriate level

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

In Key Stage 1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

5. Curriculum

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

We have developed the curriculum in consultation with parents, 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 don't seek answers online.

6. 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).

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

- | | |
|---------------------------------------|--|
| ➤ Families and people who care for me | Value (love & caring), Young Carers Week |
| ➤ Caring friendships | Values (love, trust, peace), Bee rules, Tri-Angels groupings, Feeling Good Week, Wheel of well-being |
| ➤ Respectful relationships | Values (love, trust, peace, forgiveness) Bee rules (be respectful), Anti-Bullying Week, 'Good to be Different' work, Dementia Friendly work, Remembrance, Unicef Rights and Responsibilities |
| ➤ Online relationships | Annual On-line safety week |
| ➤ Being safe | On-line safety week, Bee rule (be safe), Road safety, MOLES, Science, NSPCC 'Stay Safe, Speak Out' programme, personal hygiene, respiratory hygiene, emergency calls, medicines |

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). The school have used the 'same love, different family' resources endorsed by the Stonewall group.

The delivery and content of RSE will be made accessible to all pupils including those with special educational needs and disabilities (SEND).

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

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing body has delegated the approval of this policy to the headteacher.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8). This is not expected at the infant stage.

7.3 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

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 headteacher.

It is the role of the class teachers to teach RSE at Newdigate, but sometimes our PPA teaching assistants may teach it (the class teacher would provide the planning if this does take place.)

7.4 Pupils

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

8. Parents' right to withdraw

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

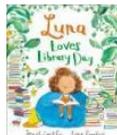
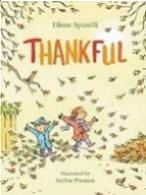
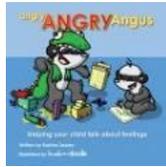
The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

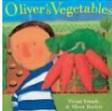
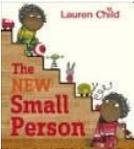
10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through pupil discussions, drop-in and formal observations, staff discussions.

This policy will be reviewed by the Headteacher every 3 years. At every review, the policy will be approved by the governing body.

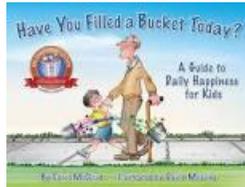
Appendix 1: Curriculum map Newdigate C of E Infant School EYFS / Key stage 1

	<p>Autumn Term</p> <p>Values = Love & Peace</p> <p><i>Introduce New Tri-Angel groupings (Yr 2 Angel leaders)</i></p>	<p>Spring Term</p> <p>Values = Trust & Thanks</p>	<p>Summer Term</p> <p>Values = Forgiveness & Hope</p>
<p>Early years</p>	<p>Anti-Bullying Week W (November)</p> <p>School Bee Rules</p> <p>Remembrance – W (Prayer Space) and worships</p> <p>NSPCC W - Pantosaurus resources The Pant Rule https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>Privates are private. Remember, your body belongs to you. No means no.</p> <p>Talk about secrets that upset you. Speak up someone can help</p> <p>PSED – I can talk about my own and others, its consequences, and know that some 'behaviour is unacceptable</p> <p>MR – I can form positive relationships with others.</p>	<p>Young Carer Action (renamed from Awareness) Day (March) W</p> <p>https://carers.org/young-carers-awareness-day/introduction</p> <p>Staying Safe: On-line safety week W (Feb)</p> <p>https://www.newdigateschool.org.uk/line-safety-page/</p> <p>https://www.saferinternet.org.uk/safer-internet-day/2021</p>	<p>Feeling Good Week (Surrey CC) W</p> <p>Annual theme chosen by Surrey LA</p>
	<p>Recognising and naming emotions</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">   <p><i>SP - I know who is in my family, why they are important to me and why love and stability matter in a family</i></p> <p><i>I can say goodbye easily to my parent carer.</i></p> </div> <div style="width: 45%;">  <p><i>I can talk about the things I am thankful for.</i></p> </div> </div>	<p>Recognising and naming emotions</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.</p>	<p>Recognising and naming emotions</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">   <p><i>SP - I know and can express the feelings happy and sad, what makes me feel this way and how I can manage negative emotions.</i></p> <p><i>SP - I understand feeling angry and how I can calm myself when I am.</i></p> <p><i>I understand the difference between feelings and actions.</i></p> <p><i>I understand how to have kind hands.</i></p> </div> <div style="width: 45%;"></div> </div>

	<p><i>I understand the feeling calm.</i></p>  <p><i>SP - I understand what the word healthy means, can name some healthy foods and know that drinking water and exercising keep me healthy.</i></p> <p><i>I can explain how to look after plants and animals.</i></p> <p>Making emergency Calls</p> <p>Children understand what an emergency is and how to make an emergency call</p> <p>Looking after myself</p> <p>They can explain ways of keeping clean (for example by washing their hands keeping their hair tidy) and they can name the main parts of the body.</p> <p>They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease. They understand the 'Be Safe' school rule</p>	 <p><i>SP- I know what is good about the world and can tell you things I love in it.</i></p> <p><i>I am proud of my school and want to make it a good place (Bee rules).</i></p> <p><i>I understand how important it is to look after my spaces and the world.</i></p>	 <p><i>SP - I have discussed pregnancy and know how to care for a human baby.</i></p> <p><i>I know who to talk to if I am worried.</i></p>
<p>Year 1</p>	<p>School Bee Rules (revisit)</p> <p>Anti-Bullying Week W (November)</p> <p>NSPCC 'Stay Safe Speak Out' -KS1 Year 1 W</p> <p>Review and recap and further explore</p> <p>PSHE core theme 1: Health and Wellbeing: Pupils learn ways of keeping physically and emotionally safe / how to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>PSHE core theme 2: Relationships Pupils learn: how to recognise risky or negative relationships including all forms of bullying and abuse / how to respond to risky or negative relationships and ask for help.</p> <p>Remembrance – W (Prayer Space) Poppy Appeal</p>	<p>Young Carer Action (renamed from Awareness) Day (March) W</p> <p>https://carers.org/young-carers-awareness-day/introduction</p> <p>Staying Safe: On-line safety week W</p> <p>https://www.newdigateschool.org.uk/line-safety-page/</p>	<p>Feeling Good Week (Surrey CC)</p> <p>Annual theme chosen by Surrey LA</p>

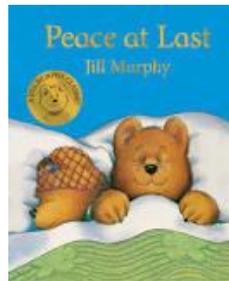
Recognising and naming emotions

Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some them using strategies they have been taught.



SP - I know that happiness is important to me and to others and that I can help to make myself and others happy through small acts of kindness.

I have ways of stopping myself making poor choices that affect me and others.



SP - I know how important peace is in my life, our school and the world.

I know how to be a peace maker. (Value linked)

I know how important it is to get enough sleep.

I know how to help myself feel just right if I am fidgety (Link to alert levels)

I understand the importance of permission seeking.

Unicef Rights and Responsibilities Introduction:

I understand that as a child I have rights and also these are balanced with my matching responsibilities.

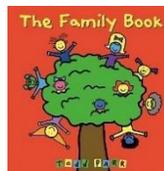
Looking after myself

They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)

They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease.

Recognising and naming emotions

Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage them using strategies they have been taught.



SP - I understand that families are different but they all deserve respect and should be valued.

I know how people choose and make friends.

I know games to play with my friends.



SP - I know what make me me and can celebrate my strengths.

I can teach somebody something I am good at.

I understand how I can persevere.

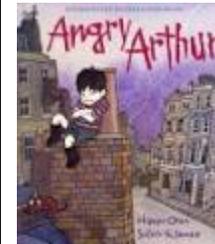
I know how to stay safe on the roads and on-line.

Young carers Focus unit:

What is a Young carer? Look at case studies (from school if possible) for a range of categories. 'A Day in the Life of...'

Recognising and naming emotions

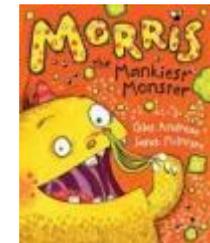
Children can identify and name a wider range of feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage them using strategies they have been taught.



I know how to judge what I am feeling and know if I am making good choices.

I understand that there are levels of emotions and can use the 5-point scale to help me.

I know how to calm myself down.



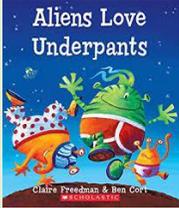
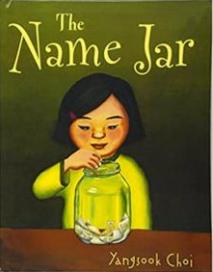
I can describe healthy and understand what to me and others if we have a healthy lifestyle.

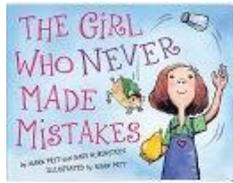
choices will happen do not

Staying Safe: Road Safety

Children can describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).

Mrs Moon (Lollipop Lady) to give safety talk to all children using road safety markings in outdoor area.

<p>Year 2</p>	<p style="text-align: center;">School Bee Rules (revisit) Anti-Bullying Week W(November)</p> <p style="text-align: center;">'Stay Safe Speak Out' NSPCC – KS1 Year 2 W Review and recap and further explore</p> <p>PSHE core theme 1: Health and Wellbeing: Pupils learn ways of keeping physically and emotionally safe / how to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>PSHE core theme 2: Relationships Pupils learn: how to recognise risky or negative relationships including all forms of bullying and abuse / how to respond to risky or negative relationships and ask for help.</p> <p style="text-align: center;">Remembrance – W (Prayer Space) Memorial Service</p>	<p style="text-align: center;">Young Carer Action (renamed from Awareness) Day (March) W</p> <p style="text-align: center;">Staying Safe : On-line safety week https://www.newdigateschool.org.uk/line-safety-page/</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p><i>I know the benefits of going on-line.</i></p> <p><i>I know how to recognise the risks and, harmful content and contact.</i></p> <p><i>I know the principles for keeping safe on-line.</i></p> </div> </div> <p><i>I how to report any problems have on-line.</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p><i>I can say the names of the different parts of the body (including external genitalia) and the difference between boys and girls.</i></p> <p><i>I know that pants are private and why.</i></p> <p><i>I can judge what type of physical contact is acceptable/comfortable and how to respond.</i></p> </div> </div> <p><i>I know what to do if I feel unsafe.</i></p> <p><i>I understand the difference between secrets and nice surprises and the importance of not keeping secret that makes me feel uncomfortable or afraid.</i></p>	<p style="text-align: center;">'Feeling Good' Week (Surrey CC) Annual theme chosen by Surrey LA</p> <div style="text-align: center;">  </div> <p><i>I understand the importance of my name and cultural identity.</i></p> <p><i>I know what it means to be unique and why it is good to be different.</i></p> <p><i>I understand how it feels to start somewhere new and know how to make others feel welcome.</i></p> <p><i>I understand what democracy means and how my school is democratic.</i></p> <p><i>I can take part in a class vote.</i></p> <p>Linked to voting for May Queen and Escort and 'Stand Up Stand Out' champions.</p>
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SP - I understand that mistakes are part of learning.

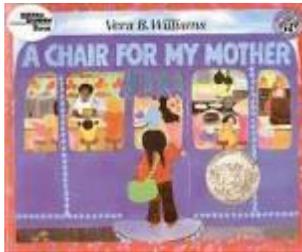
I can reflect and learn from my experiences.

I understand the importance of self-respect and self-kindness and how this is linked to my happiness.

I understand perseverance and how to do

it..

SP -



I know about fire safety.

I have strategies for dealing with change and loss.

I understand communities and what communities I am part of.

I understand the concept of saving and spending money. I can tell you what I would like to save money for.

I understand that money comes

from different sources and that most people make money through a job.

Looking after myself

They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy)

They are familiar with the 'Catch It, Bin It, Kill It' campaign and how important it is to kill germs and avoid spreading disease.

'Going for Gold'

Children can set themselves achievable simple goals and feel a sense of pride and satisfaction when they reach them. They

also learn to deal with the feelings of disappointment if they are not

Understanding mental health:

Wheel of well-being

Children explore the factors that contribute to good mental health through the sectors of the wheel of well-being



'Good to be different'

Children understand to embrace and celebrate difference in all forms.

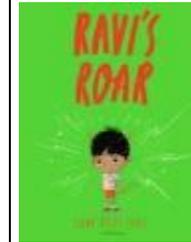


Staying Safe

Medicines

Children can talk about the harmful aspects of some household products and medicines

Recognising and naming emotions



I understand that having negative emotions is normal and does not make me a bad person.

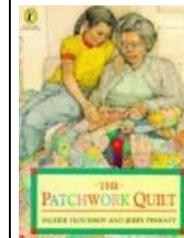
I can explain what is fair/unfair, right/wrong, kind/unkind.

I can identify and respect what is similar and different between me and

my friends.

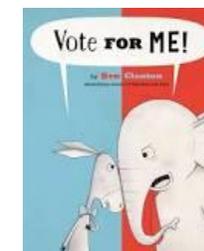
Dementia Friendly work

Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). They can explain that people grow from young to old and some of the changes that take place relating to dementia **Link to**



Young carers.

<https://carers.org/resources/all-resources/16-an-activity-project-for-carers-of-people-with-dementia>



British values and School

	<p>able to achieve them.</p> <p>Unicef Rights and Responsibilities approach further developed</p>		<p>Values</p> <p>Children can explore the values in greater depth and understand why they are important in our school and British society</p>
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Additional books from the Literacy Project that may be used

THE STORY PROJECT

The Challenge

The mental health foundation recently estimated that 2 in 3 people will experience a mental health problem in their lifetime and 50% of mental health problems first appear before the age of 14. The number of children struggling emotionally is increasing with 90% of headteachers reporting a decline in children's wellbeing over the last 5 years. Children growing up in the low socioeconomic areas are particularly vulnerable as they are 3 times more likely to suffer from a mental health problem. Poor mental health affects young people's academic results, but in recent research headteachers admitted that the importance of hitting attainment targets was so great, that there is limited capacity for wellbeing interventions.

Our Solution

The Story Project has developed a programme that integrate the development of literacy skills and wellbeing, so that primary and secondary schools can support children and young people's academic and emotional growth at the same time.

How do we do this?

The Story Project does this through three stages.

- 1: A curriculum for wellbeing:** The Story Project provides teachers and children with a clear outline of the skills that are needed to have a good level of wellbeing. These skills cover all the government statutory requirements and have been written with input from teachers and children.
- 2: Stories:** Each skill is matched to a fiction book or extract from a book, so the teacher has a direct example of a character who is experiencing the wellbeing issue. In primary school these are carefully chosen, popular picture books and at secondary school these are texts that are part of the GCSE or KS3 syllabus.
- 3: Catalogue of resources:** Finally teachers are provided with resources to accompany each skill and text. The resources follow the unique **STORY** structure, that ensures each lesson includes a mindful **Settling** activity, emotional vocabulary **Training**, a clear **Objective**, a carefully chosen story/ passage to **Read** and then an activity and opportunity to reflect on 'how does this story relates to You?'

The whole project has been devised from researching the best international practice in this field. This research was funded by the Winston Churchill Memorial Trust and a report on the findings can be found [here](#).

Each teacher that takes part in The Story Project attends training to ensure they understand these three stages and the benefits of teaching wellbeing skills alongside literacy skills.

Relationships and sex education curriculum map **Please note that infant School content is highlighted and will be taught at an age appropriate level.**

Appendix 2: 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"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

