



Think Big, Chase Dreams, Succeed Together.

Sex and Relationships Education Policy

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1. Introduction and Scope

This policy covers the school's approach to Sex and Relationships Education (SRE). Sex and relationships education is the instruction and enlightenment of students in their knowledge and understanding of various forms of relationships including platonic relationships, family relationships and sexual relationships, including issues relating to sex and sexual behaviour.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The main aims of sex and relationship education are:

- To help and support students through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To ensure that students are safe from exploitation, have a secure knowledge and understanding in the decisions they make and have confidence in acting upon this knowledge.
- To provide a framework in which sensitive discussions can take place.
- To create a positive culture around issues of sexuality and relationships.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To teach students the correct vocabulary to describe themselves, their bodies and their relationships with others.
- To help students to develop feelings of self-respect, confidence and empathy.

2. Roles and Responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 7).

Staff

Staff are responsible for:

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- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Humanities department are mainly responsible for the delivery of the RSE curriculum. Some aspects of the RSE curriculum are to be delivered in form time, mainly at Key Stage Four. All resources are planned by the PSHE lead and shared with staff in a timely manner, meaning that staff are able to respond to the needs of their students.

The programme will be taught through a range of teaching methods, including source work, use of media, group work, class discussion and questioning and analysis tasks.

A safe and supportive learning environment will be created by ensuring the staff used to deliver sessions are appropriately trained and prepared to do so. These members of staff are also role models for positive interpersonal relationships. The school seeks to provide a safe and secure learning environment for SRE that enables children and young people to gain accurate knowledge and develop their own values and attitudes, by having a clear set of ground rules that are enforced when discussing sensitive issues, and by listening to the needs of our students. The SRE programme is taught in accordance to the guidance provided by the government, as well as the PSHE Association. In addition to this, content is reviewed regularly to fit with the needs of our school, meaning that we can provide a more bespoke approach to our SRE programme.

Students

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

SEND, inclusion, equality and diversity

The needs and interests of all students, irrespective of sexuality, gender, culture, ability or aptitude are by including a varied range of examples and case studies in lessons and resources, so that all students gain a thorough understanding of topics.

Teaching will consider the ability, age, readiness, and cultural backgrounds of students and those with English as a second language to ensure that all can fully access PSHE education provision. Staff will use appropriate language and encourage students to take part in discussions with the expected level of

maturity. Students will respect the privacy of others and understand the sensitivity of information that they may be party to.

The school's equality policy will be enforced throughout SRE to ensure all strands of diversity including disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children are considered.

Students with SEN are encouraged to take part in the same lessons as their peers. Differentiated resources and additional support will be made available to students who cannot access the standard learning materials. If additional sessions are felt necessary to support some students these will be conducted through the school's SEND department. All resources are made available to the school's SEND department, allowing them to be accessed when appropriate.

3. Statutory Requirements

As a maintained secondary school, we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections [406](#) and [407](#) of the Education Act 1996
- [Part 6, chapter 1 of the Equality Act 2010](#)
- [The Public Sector Equality Duty](#) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

It is a legal requirement that all schools have a sex and relationships education policy. The Governing Body is responsible for developing the policy considering the culture of the community the school serves whilst ensuring the following:

- All students have an equal entitlement to sex and relationship education.
- The SRE programme is firmly embedded in the PSHE framework.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with statutory requirements of study for both Key Stage Three and Four.

4. Curriculum

Our RSE curriculum is set out as per Appendix A, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with students and staff, and considered the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We have also consulted the new [government guidance](#), updated in July 2025, to ensure the curriculum content will meet statutory guidance for 1st September 2026. Much of the updated guidance has already been incorporated into current curriculum content. New foci include AI, how some sub-cultures can influence our understanding of sexual ethics, and strangulation.

5. 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).

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

- Families and people who care for me
- Respectful relationships
- Online relationships and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices A and B

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Give careful consideration to the level of differentiation needed
- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

6. Use of external organisations and materials

We will make sure that any agencies and materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate

- Are in line with students' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Viewing in advance any materials that the agency may use
- The named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Parents' Right to Withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative school work will be given to students who are withdrawn.

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. Regular meetings are led by the PSHE Lead with those who are delivering the RSE curriculum to ensure that staff are confident in their abilities to deliver the curriculum effectively.

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

10. Confidentiality

Disclosures from students may take place and they will be reassured that their best interests will be maintained. Staff will follow the necessary safeguarding procedures as per our Child Protection and Safeguarding Policy Procedures. They will be encouraged to talk to their parents or carers. They will be reassured that if confidentiality must be broken, they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the safeguarding team immediately.

11. Monitoring Arrangements

The delivery of RSE is monitored by an Assistant Headteacher through the whole school quality assurance calendar. Learning walks will be conducted to PSHE and RSE lessons and form time, where book scrutinies and discussions with students will be carried out. If any issues are identified through quality assurance, then these will be addressed and monitored by the Assistant Headteacher with support from the wider Leadership Team.

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

12. Policy Development

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

1. Review – The PSHE Lead reviewed all relevant information including national and local guidance.
2. Staff consultation – staff made aware of the SRE policy and have the opportunity to make any recommendations, especially those who are involved in its delivery.

3. Student consultation – we investigated what exactly students want from their RSE through student voice.
4. Parent/carer consultation – we shared the policy with parents/carers and invited feedback.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Appendix A: RSE Curriculum

5-year Overview – Year 7

Brief overview						
In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. Key themes that become more pressing in secondary particularly due to the culture of young people and technology is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 1	Citizenship 1	Citizenship 2	Self-care 1 (E-safety)	Self-care 2 (Physical)	Self-care 3 (Mental health)
Big question/ core concept	<ul style="list-style-type: none"> What does it mean to be a student at Shuttleworth College? How do we navigate making new friends in secondary school? What is empathy? 	<ul style="list-style-type: none"> What is a community? What are the British Values? Why is mutual respect and tolerance important? What are the protected characteristics? 	<ul style="list-style-type: none"> What are prejudice and discrimination? Why is it important to be responsible? How do we become involved in community change? 	<ul style="list-style-type: none"> How do we stay safe online? What is cyber bullying? How cyber bullying can affect people and how to stay safe. What is Radicalisation? What is Prevent? 	<ul style="list-style-type: none"> How do we maintain good physical health? How do we keep clean? Puberty – what is it and what will happen to me? 	<ul style="list-style-type: none"> How do we maintain positive mental health? What is FGM?
Knowing	<ul style="list-style-type: none"> Positive qualities within a friendship. Consent is giving permission. Consent can be given and withdrawn. Bullying is the repeated use of threats or violence to harm or intimidate others. Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do. 	<ul style="list-style-type: none"> What it means to be part of a community. The fundamental British values and how they are seen in school. Human rights laws Laws relating to prejudice and discrimination. Responsibilities of citizens 	<ul style="list-style-type: none"> What it means to be an active citizen, i.e. involved in the community, involved in making a change or making a difference. 	<ul style="list-style-type: none"> Dangers of online gaming. AI Disinformation What Cyber bullying is and how someone can be targeted <u>online</u>. Dangers of online relationships. What Radicalisation means. What the Prevent strategy is. 	<ul style="list-style-type: none"> What is good hygiene. How to maintain good oral health/ How periods work. How to use the emergency services: What making a 999 call involves. 	<ul style="list-style-type: none"> How to maintain good and how to cope with poor mental health. Strategies to ensure happiness. What FGM is. Knowing where to seek support for victims or potential victims of FGM.
Applying	<ul style="list-style-type: none"> The impact negative relationships can have on us. How to give consent How to seek support for mental health How to empathise with others How to say no 	<ul style="list-style-type: none"> To explain different types of communities To explain where the British values are present within school. To be respectful and tolerant of others. 	<ul style="list-style-type: none"> How prejudice and discrimination can impact people's lives How to seek support for prejudice and discrimination How to be responsible How to become involved in change 	<ul style="list-style-type: none"> How to seek and signpost support How to be safe online 	<ul style="list-style-type: none"> How to maintain good physical health How to maintain good oral health what can happen if you don't maintain good physical and oral health How smoking can affect us/others How vaping can affect us/others How to make a 999/111 call The impact of hoax 999 calls 	<ul style="list-style-type: none"> How a person's mental health can be impacted. Understanding how the correct support can improve mental health and well-being. How victims of FGM are affected.

Brief overview						
<p>In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine knife crime, gangs and county lines. Students are also introduced to extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, energy drinks, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the career's curriculum through 'employable me' which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace. Qualifications, such as T-levels are also covered to fulfil the requirements of the Baker clause.</p>						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 3	Citizenship 4	Love and Relationships 2	Love and Relationships 3	CEIAG 1	Self-care 4 (Drugs)
Big question/ core concept	<ul style="list-style-type: none"> What are the Fundamental British Values? What is the age of criminal responsibility? Knife crime 	<ul style="list-style-type: none"> Serious and organised crime - Why might some people be involved in gangs? What are county lines and how can these affect us or others around us? Understanding and preventing extremism. 	<ul style="list-style-type: none"> What are the different family types? What is marriage? What is divorce? How can change affect us? What are modern families like? 	<ul style="list-style-type: none"> What does a healthy relationship look like? What can make a relationship unhealthy? How do we manage our emotions in a relationship? How do we manage a break up? 	<ul style="list-style-type: none"> How do we study/revise for assessments? How do we identify our skills and strengths? How do we set goals? 	<ul style="list-style-type: none"> What are drugs? What are the effects of drugs? What are the effects of energy drinks and caffeine? Why do people drink alcohol? What are the laws surrounding alcohol? How do drugs, alcohol and caffeine affect us?
Knowing	<ul style="list-style-type: none"> Disagreeing with others' opinions The laws know what the rule of law is. know the age of criminal responsibility in different countries. know why society needs laws. The potential consequences of carrying a knife. To understand how young people can take steps to achieve their goals and live knife free. 	<ul style="list-style-type: none"> The punishment for X is Y. How to managing conflict. Define the terms extremism, violent extremism and radicalisation. To understand why extremism goes against British Values. What peer pressure is. 	<ul style="list-style-type: none"> What a family is and the different types. The legalities and rights within different types of relationships. Dispelling myths about different family types. 	<ul style="list-style-type: none"> Understanding emotions within a relationship What catfishing is. Upskirting and the laws around marriage and relationships including forced marriage. 	<ul style="list-style-type: none"> Independent revision strategies Tackling stereotypes 	<ul style="list-style-type: none"> Understand the issues of drugs, alcohol, and caffeine (energy drinks). Understand the effects of these on mental health.
Applying	<ul style="list-style-type: none"> How to deal with conflict appropriately How laws can protect people The consequences of knife crime. understand the impact carrying a knife has on family and friends. 	<ul style="list-style-type: none"> The impact of prison on the individual and those around them. How to stay safe and seek support for extremism and radicalism Signs that someone may be being radicalised. 	<ul style="list-style-type: none"> Challenges faced by blended families and how these can affect the family members. The impact of divorce or separation. 	<ul style="list-style-type: none"> How to manage the digital legacy of a breakup. How to give consent. How to know that someone has given consent. Understanding how emotions within a relationship can affect us and others The effect social media and catfishing can have on us or others 	<ul style="list-style-type: none"> Why it is important to have goals. Impact of hobbies on our soft skills How to be an effective learner/employee. Understanding how and why it is important to tackle stereotypes. 	<ul style="list-style-type: none"> Why people use alcohol, drugs, and energy drinks. Why it is important to seek support if someone is using these too much.

5-year Overview – Year 9

Brief overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In Year 9, the Personal Development curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.						
Unit title	Self-care 5 (Money management)	Self-care 6 (Physical)	CEIAG 2	Self – care 7 (Physical)	Citizenship 5	Love and Relationships 4
Big question/ core concept	<ul style="list-style-type: none"> What is debt? How do we budget? Should we borrow money? 	<ul style="list-style-type: none"> How do we live a healthy lifestyle? 	<ul style="list-style-type: none"> How to plan your future in relation to GCSE options, post 16 qualifications and university? 	<ul style="list-style-type: none"> How to maintain our physical health? 	<ul style="list-style-type: none"> What is the monarchy? What is a democracy? Political regimes Voting in elections 	<ul style="list-style-type: none"> When is the right time for sex? Sexting and texting Accessing support Contraception Coercive control
Knowing	<ul style="list-style-type: none"> How to avoid debt. How to budget effectively. How to manage borrowing and debt. Why payday loans should be avoided. 	<ul style="list-style-type: none"> How to exercise responsibly. What a healthy diet involves. What a positive body image is. The dangers of smoking and vaping. What STIs are. The purpose of vaccinations and blood and organ donation How to self -screen for lumps and bumps 	<ul style="list-style-type: none"> How to complete a job application How the different post 16 pathways work. How university is different to an apprenticeship 	<ul style="list-style-type: none"> How mental health can affect someone gambling How the strategies available to support mental health can benefit people Why it is important to seek support when needed 	<ul style="list-style-type: none"> British Values recap How to vote and why this is important How the government differs from the monarchy 	<ul style="list-style-type: none"> How to give consent How to understand it consent has been given Understanding how to seek support for an unhealthy relationship
Applying	<ul style="list-style-type: none"> The impact debt can have on people and their mental health. How to seek support for money worries. 	<ul style="list-style-type: none"> Impact of exercise. Impact of healthy eating. Impact of smoking and vaping. How to maintain a positive body image. Effects of STIs. Knowing where and how to seek support or signpost others to support. How organ donations impact those who need them and their families. 	<ul style="list-style-type: none"> How to apply for a job How to plan your life post 16 and how these life choices and plans will impact your life 	<ul style="list-style-type: none"> How to seek support The impact of support 	<ul style="list-style-type: none"> How voting can impact us and those around us How different political regimes around the world can affect the people living there 	<ul style="list-style-type: none"> Understand how consent works. How to know if relationships are healthy or unhealthy The impact of sexts being shared

5-year Overview – Year 11

Brief overview

In Year 11, the Personal Development curriculum focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 can give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

Core Religious Studies is also covered within our Personal Development curriculum, enhancing the topics of love and relationships and self-care from religious viewpoints.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 7	Love and Relationships 8	Self-care 9	Self – care 10	The final preparation	
Big question/ core concept	<ul style="list-style-type: none"> Gangs, cyber crime and weapons – The Talk Y11. Online Bullying – The Talk Y11. Equality Act – The Talk Y11. What are the rights, responsibilities, and protections of the Equality Act 2010? What does a healthy relationship look like? (The Talk Y11: The importance of stable relationships) Diversity in relationships (The Talk Y11: Faith and Culture in relationships) Pornography – The Talk Y11. 	<ul style="list-style-type: none"> How do we know if someone has given consent? What is coercive control? (The Talk Y11 x2: Y11 Sexual assault and Alcohol and drugs and sexual behaviour) How do we look after our sexual and reproductive health? (The Talk Y11: Pleasure in intimate relationships) How do we deal with unplanned pregnancy? (The Talk Y11 x2: Unplanned pregnancies/Healthy pregnancy). The value of human life in Christianity, Islam and humanism. 	<ul style="list-style-type: none"> How do we open bank accounts? (The Talk Y11: Budgeting and spending) How do we set up accounts for different services? The Talk Y10: Mortgages unpacked). How do we rent or buy homes? How do we access support? (The Talk Y10: Sharing of personal data) How do we use the NHS? (The Talk Y10: How to access NHS resources) 	<ul style="list-style-type: none"> How do we seek support for addiction? Including religious support (The Talk Y10: Substance abuse help) How do we seek support for domestic violence? Including religious support (The Talk Y10: Abusive relationships) How do we keep ourselves healthy? What is a healthy lifestyle? 	<ul style="list-style-type: none"> How do we cope with stress and change? How do we stay safe online? <p>The Talk Y11: mental healthx2, stress coping Year 10: Studying and employability skills</p>	
Knowing	<ul style="list-style-type: none"> The risks of gangs, cybercrime, and weapons Features of a respectful relationship Spotting and responding to cyberbullying Features of healthy and unhealthy relationships The impact of pornography on body image and sexual relationships Relationships, different religious views on divorce, same sex marriage and civil partnerships 	<ul style="list-style-type: none"> What being ready for sex involves Consent can be both given and withdrawn Drunk people can't consent What coercive control is and seeking support Giving informed consent The different types of contraception available The options available for an unplanned pregnancy What an abortion is Pregnancy and abortion, the value of human life in religion – the sanctity of life. 	<ul style="list-style-type: none"> The different types of medical attention or services available depending on symptoms What living independently involves What opening bank accounts involves What buying and renting homes involves 	<ul style="list-style-type: none"> What addiction is What domestic violence is Planning a healthy diet Knowing how to exercise Why sleep is important Ways of coping with change and stress How do religions support victims of domestic abuse/addicts? 	<ul style="list-style-type: none"> Online safety strategies 	
Applying	<ul style="list-style-type: none"> define gangs and cybercrime. explain ways to protect yourself from gangs and cybercrime. how to stay safe and make positive choices How to be respectful and know if someone is being respectful in a relationship The impact of pornography on body image and sexual relationships How relationships differ 	<ul style="list-style-type: none"> How to know the signs of being ready or not ready for sex How to know if someone has given consent How the different types of contraception are suited to different people and different types of relationship How to deal with an unplanned pregnancy The impact of dealing with an unplanned pregnancy 	<ul style="list-style-type: none"> How to live independently How to open bank accounts and set up accounts for different services How to rent or buy a home How to access support 	<ul style="list-style-type: none"> How to use the NHS appropriately How to seek support for addiction How to seek support for DV services How to eat healthily How to exercise responsibly How to cope with change and stress What the role of the Samaritans and other religious charities play in terms of supporting ALL – British Values covered too. 	<ul style="list-style-type: none"> How to stay safe online How to seek support 	

Appendix B: By the end of secondary school students should know

TOPIC	STUDENTS 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
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

Appendix C: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			