RSHE Policy

To be ratified by the Board of Trustees 10.12.2026	
Signed by the Board of Trustees	**Date:**
To be reviewed annually	**Date:**

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1. Introduction

1.1. At Kitts Green Academy we believe in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships, Sex and Health Education (RSHE) is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is about giving pupils information to make well-informed, positive choices about their own health and wellbeing. We recognise that physical health and mental wellbeing are interlinked,

and it is important all pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2. Kitts Green Academy has a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSHE, Relationships, Sex and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort.

1.3. Kitts Green Academy is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its school community and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. Kitts Green Academy believes its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4. The curriculum we provide will be monitored and feedback from pupils, staff and parents will help to inform any changes we wish to make to our curriculum and policy in the future.

1.5. The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

1.6. This policy defines the principles and practices which inform the teaching of Relationships and Sex Education across Kitts Green Academy.

2. Statutory requirements

2.1. As a Key stage 2 -4 academy, we must provide relationships education to all primary age pupils and Relationships and Sex Education to all secondary age pupils as per section 34 of the Children and Social Work Act_2017 and in line with the Relationships, Sex and Health Education Regulations (2019, updated January 2020). In addition we have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

- We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

2.2. 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.

2.3. Compulsory changes came into effect in all schools from September 2020 with flexibility to apply these changes from September 2021 due to disruption caused by the Covid 19 pandemic.

2.4. All schools must now have a written policy for Relationships, Sex and Health Education (RSHE). This policy sets out the framework for Relationships, Sex and Health Education at Kitts Green Academy, providing clarity on how our RSHE curriculum is informed, organised and delivered.

2.5. Relationships Education is delivered to primary age pupils with sex education being considered in regard to the ability and need of the individual. Relationships and Sex Education is delivered to secondary age pupils through the Academy's embedded PSHE curriculum during lessons and individualised interventions. In addition, certain biological aspects are delivered through our science curriculum.

2.6. At Kitts Green Academy, content and teaching will be tailored to meet the specific needs of pupils with sensitivity to potential age-related academic delay and SEMH needs posed by our learners. We will ensure that teaching is, 'sensitive, age- appropriate, developmentally appropriate and delivered with reference to the law.' as per section 35 of the Relationships Education, Relationships and Sex Education (RSHE) and Health Education 2019 government statutory guidance. (Updated September 2021). High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

2.7. The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The aim of Relationships and Sex Education (RSHE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

2.8. Primary schools have the option to decide whether or not pupils are taught Sex Education. In order to support pupils' ongoing emotional and physical development effectively, we will offer areas of study at KS2 including 'healthy me, 'changing me, and 'healthy relationships,' which will include Key facts about puberty and the changing adolescent body. Teaching and learning will be adapted for the age and maturity of each pupil as with all subjects across the curriculum. The vast majority of what is taught as part of 'Sex Education' for our primary-aged pupils, is already covered as part of the National Curriculum for Science and is then further developed in Year 7 and into KS3 in RSHE.

2.9. For further clarity, please see *Appendix 2* of this policy for an overview of the compulsory aspects of RSHE at the different stages of education as set out by the DfE.

2.10. This policy was reviewed and developed in response to the following guidance:

- Keeping Children Safe in Education (2023)
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education (DfE 2021)
- Children and Social Work Act 2017
- Education Act 1996
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Equality Act 2010
- National Curriculum in England

This policy should be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Curriculum Policy

3. Aims and Intent

At Kitts Green Academy our over-arching aims for RSHE are as follows:

3.1. Through the delivery of high quality and age appropriate RSHE, Relationship, Sex and Health Education, the school aims to teach pupils the importance of health and hygiene and healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We will also ensure that pupils know when to ask for help and where to access support.

3.2. To fulfil the obligations of the RSHE statutory guidance.

3.3. To fulfil our legal obligations related to RSHE, whilst taking account of parental views.

3.4. To ensure pupils are provided with accurate information from reliable sources.

3.5. To use a range of appropriate resources matched to the strengths and needs of individual pupils.

3.6. To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions.

3.7. Create a positive culture around issues of relationships and sexuality through the ethos and values of the academy and the behaviour and attitudes of the adults and pupils within it.

3.8. Provide pupils an environment in which feelings of self-respect, confidence and empathy are promoted and developed.

3.9. By the end of their education with us the academy hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

3.10. In order to achieve our aims, we will adhere to the expectations of the RSHE curriculum content set out by the DfE and provided in *Appendix 1* of this policy.

4. Roles and Responsibilities

4.1. All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the academy community are set out in detail below:

4.2. Pupils

4.2.1. Pupils are expected to take RSHE, Relationships, Sex and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality

rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

4.3. Parent and Carer Engagement

4.3.1. At Kitts Green Academy, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health.

4.3.2. From September 2020, the law requires schools to consult with parents and carers on their RSHE policy. Kitts Green Academy will notify parents/carers when the policy has been reviewed, updated and uploaded to the school website and will provide a window of opportunity for all parents and carers to respond with their views.

4.3.3. We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSHE curriculum by providing:

4.3.4. Notification of when RSHE topics are to be taught and a summary of the content to be covered.

4.3.5. Information about parents' right to withdraw their child from non-statutory elements of RSHE Parents/carers of new pupils will be provided with the above information at the point of admission, regardless of the time of year they join the school.

4.3.6. We understand that parents and carers may have concerns about some aspects of RSHE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our pupils.

4.4. Right to Withdraw

4.4.1. RSHE is an important part of our curriculum, and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the legal rights of parents/carers as described below:

4.4.2. From September 2020, parents of both primary and secondary-aged pupils *will not* be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

4.4.3. Parents of both primary and secondary-aged pupils *will not* be able to withdraw their child from any aspect of the National Curriculum for

Science (which includes subject content such as {PRIMARY} the names of external body parts, the human body as it grows from birth to old age, and reproduction/offspring in some plants and animals and {SECONDARY} reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans).

4.4.4. Parents *will* be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those as listed above) up to and until three terms before the age of 16.

4.4.5. In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers), and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

4.4.6. In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.

4.5. The Headteacher

4.5.1. The Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSHE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.

4.5.2. The Senior Leadership Team are responsible for ensuring that RSHE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. It will be monitored and evaluated to ensure that RSHE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all RSHE lessons. Teaching staff are expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.

4.6. Staff

4.6.1. Staff who are given responsibility for delivering RSHE lessons must recognise the importance of RSHE. They must seek support and advice wherever necessary to ensure that teaching continues to be well prepared and of a high standard at all times.

4.7. Governors

4.7.1. The governance structure of Kitts Green Academy will ensure that the school complies with the provisions of this policy and that legal obligations as related to RSHE are fulfilled.

5. Definitions

Relationships Education

5.1. The focus 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

5.2. We understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g., looked after children or young carers.

5.3. Relationships Education will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

5.4. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect

and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

5.5. The teaching of Relationships Education will focus on giving young people the prerequisite skills, principals, and information 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.

6. Relationships, Sex and Health Education (RSHE) – Taught at Year 6

6.1. RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about giving pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

6.2. RSHE teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

6.3. As described in the roles and responsibilities section of this policy parents do have the right to withdraw their child from the teaching of sex education until three terms before the age of 16.

6.4. Health Education (Physical health and mental well-being)

6.5. Health Education teaches pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

6.6. Health Education should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

6.7. Teachers will talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

6.8. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

6.9. Kitts Green Academy believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

The teaching of Health Education will focus on:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

7. Implementation (Organisation and Delivery)

7.1. Effective RSHE does not encourage or promote sexual experimentation. At Kitts Green Academy, RSHE is a carefully planned and vital part of our curriculum and is timetabled every week for all Key Stages. Some aspects of RSHE also feature in other subjects' areas for example Science.

7.2. Through effective organisation and delivery of RSHE, we ensure that:

7.3. RSHE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.

7.4. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules will be

developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.

7.5. Core knowledge is sectioned into units of a manageable size.

7.6. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

7.7. The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.

7.8. Groupings will be carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - all classes are taught in gender-specific groups, on a one-to-one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.

7.9. All resources will be selected carefully – inappropriate/illegal images and videos will not be used in any circumstances and all related school policies will be followed.

7.10. Care will be taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g., children in care or young carers.

7.11. There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.

7.12. It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive, and respectful manner.

7.13. Content related to LGBT+ is fully integrated into our curriculum offer.

7.14. There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.

7.15. Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges

perceived limits on pupils based on their gender or any other protected characteristic.

7.16. There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.

7.17. Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme.

8. Working with External Agencies

8.1. Working with external agencies can sometimes enhance our delivery of RSHE, bringing in specialist knowledge and different ways of engaging pupils. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme. The school would only use visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSHE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Any concerns by school staff or visitors should be raised and discussed with the DSL in line with academy safeguarding procedures.

8.2. Where external experts are invited to assist from time-to-time with the delivery of RSHE, they will be expected to comply with the provisions of this policy. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies, and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

9. Safeguarding and Confidentiality

9.1. At Kitts Green Academy, there is a focus on keeping our pupils safe. The RSHE curriculum plays an important role in our preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and

colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. All pupils are taught about keeping themselves safe, including how to stay safe online, as part of our over-arching curriculum.

9.2. Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports All teachers receive training around confidentiality and safeguarding and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the schools Child Protection and Safeguarding procedures. Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

9.3. The DSL will liaise with teaching staff where appropriate about the circumstances of individual pupils if felt to be required and additional professional advice will be sought if needed as related to those pupils.

10. Managing Difficult Questions

10.1. Pupils may ask their teachers or other adults questions pertaining to sex or sexuality. Given ease of access to the internet, pupils whose questions go unanswered may turn to inappropriate sources of information. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.

11. Impact and Assessment

11.1. The school has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas.

11.2. Learning is assessed and assessments are used to identify where pupils need extra support or intervention. Whilst there is no formal examined

assessment for RSHE, teachers will assess all outcomes to capture progress using the academies agreed whole school method of assessment.

12. Monitoring and Evaluation

12.1. The Senior Leadership Team are responsible for monitoring the quality of teaching and learning in RSHE.

12.2. The quality of RSHE provision is also subject to regular and effective self-evaluation. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

Other factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSHE suitably skilled and knowledgeable?
- Does the RSHE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSHE resources used suitable and accessible?

13. Appendix 1

13.1. The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'(Updated September 2021) This does not include related

content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

By the end of primary school, pupils should know:

13.2. Families and people who care for me:

- 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 other people's 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.

13.3. Caring friendships

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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.

13.4. Respectful Relationships

- The importance of respecting others, even when they're 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 cyber-bullying), 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.

13.5. Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met.
- How information and data is shared and used online

13.6. Being Safe

- 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's 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/unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard.
- How to report concerns or abuse, and the vocabulary and confidence they need to do so. Where to get advice (e.g. family, school, other sources)
- At secondary school and post 16, pupils should continue to develop knowledge on topics specified for primary pupils and should also know:

13.7. Families

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 its 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 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)
- Seek help or advice, including reporting concerns about others if needed.

13.8. Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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.

14. Online and media

- 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 wouldn't 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.

15. Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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)

16. Intimate and sexual relationships, including sexual health

- 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, and menopause.
- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.

17. Related content in the National Curriculum for Science at Key Stage1-4

17.1. Key Stage 2

- Pupils will find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- Pupils will draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

17.2. Key Stage 3 and 4

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- The facts about the full range of contraceptive choices, efficacy, and options available. The facts around pregnancy including miscarriage. How the use of alcohol and drugs can lead to risky sexual behaviour.
- The relationship between health and disease. Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs).
- Non-communicable diseases. Bacteria, viruses and fungi as pathogens in animals and plants.
- Body defences against pathogens and the role of the immune system against disease.
- Reducing and preventing the spread of infectious diseases in animals and plants.
- The process of discovery and development of new medicines.
- The impact of lifestyle factors on the incidence of non-communicable diseases. The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

18. Appendix 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSHE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16th birthday

19. Changes

Description	Date	Page	Section
New Policy			