

# ARNOLD ACADEMY

## POLICY STATEMENT: RELATIONSHIP EDUCATION AND RELATIONSHIP AND SEX EDUCATION (RSE)

Reviewed by Governing Body, May 2021

Reviewed by Mrs Clare Purcell, Leader of PSHCE, May 2021

To be reviewed by: September 2022

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### 1. Introduction

Arnold Academy values and respects the variety of nationalities, backgrounds and cultural traditions among its students and staff. This policy sets out the aims and also outlines the content of the sex education teaching in Years 5 to 8. It also sets out how we will enable parental choice and involve parents in the review of the policy. This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

[updated] In September 2020 the government made it mandatory for schools to teach Relationships Education to primary age pupils, and Relationships and Sex Education to secondary age pupils. This policy has been developed in accordance to statutory guidance from the following documents:

- DfE: Relationships education, relationships and sex education (RSE) - June 2019
- Brook, PSHE Association and Sex Education Forum: Sex and relationships education (SRE) for the 21st century. Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) – 2014
- DfE: Keeping Children Safe – Sept 2019.
- Sex Education Forum: 12 Principles of good RSE – Nov 2017
- PSHE Association: Programme of Study for KS1-5

## **2. What is Relationship education and sex and relationships education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of PSHCE (Personal, Social, Health and Citizenship Education) in KS2 and ETC (Ethics, Sociology and Citizenship) in KS3.

The RSE programme of study at Arnold Academy provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **3. Why is sex and relationships education in schools important?**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons (sourced from SRE for the 21<sup>st</sup> Century):

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'.
- Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **4. Principles and Values**

**Arnold Academy believes that SRE should:**

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life and an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, safe choices and care for each other.
- Allow time to discuss and educate about the impact of technology on student attitudes and knowledge including social media, mobile phones and. At the same time we encourage the safe use of technology line with our electronic policy.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up and consult them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## 5. Curriculum Design

Our RSE programme is an integral part of our whole school PSHCE/ETC education provision and will cover the topics detailed below. The SRE programme will be taught with due regard to high moral standards and will promote the values of family life. RSE has three elements: attitudes and values, personal and social skills and knowledge & understanding.

High quality resources will support our RSE provision and will be regularly reviewed by the Subject Leader, SLT and Governors. An overview of the learning for each year group can be found below and in greater depth upon request from the Leader of PSHCE/ETC.

### Year 5

**Through PSHCE the following topics will be covered:**

- **Time to change:** about some of the physical changes experienced during puberty
- **Menstruation and Wet Dreams:** about the biological changes that happen to males and females during puberty
- **Physical hygiene:** recognise the importance of personal hygiene during puberty
- **Emotions and feelings:** explore some of the emotional changes that may take place during puberty; about getting appropriate help, advice and support about puberty

**Through Science the following topics will be covered:**

- Animals including human growth (reproduction in mammals, phases of the human life cycle, changes experienced during puberty, gestation time)
- Living things in their habitats – reproduction and lifecycles (Continuation of the species, lifecycles of other animals)

### Year 6

**Through PSHCE the following topics will be covered**

- **Keeping safe online:** explore strategies for keeping safe online; how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share.
- **Puberty: re-cap and review:** consolidate previous learning and understanding about puberty.
- **Puberty: change and becoming independent:** extends thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change.

- **Positive, healthy relationships:** consider different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships.
- **How babies are made:** reflect on the values and responsibilities within healthy adult relationships and understand the decision to have a baby is something for when they are much older.

**Through Science the following topics will be covered:**

- Evolution and inheritance (characteristics are passed from parents to their offspring, offspring vary and are not identical to their parents)
- Living things in their habitats – classification (how living things are classified)

## **Year 7**

**Through ETC the following topics will be covered:**

- **Puberty and Emotional Changes:** about the emotional changes which take place during puberty, how they may affect our relationships and how to manage them.
- **Healthy and Unhealthy Relationships:** about the qualities of healthy and unhealthy relationships
- **Introducing Consent:** about consent, what it means and what it should look like in practice.

**Through Science the following topics will be covered:**

- **Reproduction** – this unit will be taught in the summer term once the class has established a firm rapport with the class teacher. The unit includes:
- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, ovulation, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

**Through Computer Science the following topics will be covered:**

- **Keeping safe online:** recognise bullying and abuse in all its forms (including prejudice- based bullying both in person and online/via text, abuse, exploitation and trafficking), and to gain the skills and strategies to manage being targeted or witness others being targeted;
- **Keeping safe online – personal data:** know how to safely and responsibly use information communication technology (including safe management of own and others' personal data including images) and know how to manage any request or pressure to share an image of themselves or of others and who to talk to if they have concerns.

## **Year 8**

**Through ETC the following topics will be covered:**

- **Sexual Orientation and Gender Identity:** explore the distinctions and key terminology regarding sexual orientation and gender identity.
- **Relationship Values:** explore the principles of healthy relationships and how to manage difficulties in relationships.
- **Consent:** explore how obtain consent, in the true sense of the word, differs from language and behaviours that put pressure on, or coerce someone to do something they are not comfortable with, and considers the possible consequences.
- **Introduction to Contraception:** This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them.

- **Parenting:** explore how life might change if they became a parent and why it is a decision which requires careful thought.
- **Menstruation Wellbeing:** about menstrual (period) wellbeing (delivered to boys and girls separately)

#### Through Science the following topics will be covered:

- **Health and lifestyle:** the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

#### Through Computer Science the following topics will be covered:

- **Keeping safe online:** know when the sharing of explicit images may constitute a serious criminal offence and the importance of protecting their own and others' reputations and their 'online presence'.

## 6. Teaching Approaches

It is important that discussion takes place in a climate of trust, cooperation and support. A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback.

The delivery of the above content will be make use of some/all of the following strategy advice from the DfE: Relationships education, relationships and sex education (RSE) 2019 document:

- **Ground rules:** Negotiating and establishing ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students whether intentional or not.
- **Starting Points:** is it often helpful to start units or topics with activities that establish what is already believed or known, what misconceptions may be held and those areas where students can draw on real life experience.
- **Reflective Journals:** As a class, notes are made in a class journal each lesson, reflecting on what they have covered and making notes of any further questions or areas that need researching or addressing.
- **Group work:** Pupils will work in different types of grouping, dependent on the focus of the topic, for example single sex groups or mixed groups; groups of mixed ability and understanding or selected by ability and understanding; groups randomly formed or manipulated to make sure that certain students do or do not work together; small groups (of no more than 4 or 6) or larger groups.
- **Circle time:** Circle time approaches provide opportunities to explore pupils' concerns, develop relationships, create a sense of belonging and experience silence and reflection. Within the ground rules, pupils speak in turn in response to prompts or a previously agreed agenda. They listen to each other without comment or making judgements.
- **Role play:** Role play is a method through which students are able to explore personal and social experience and is used to explore: how different people behave, in ways that are perceived to be good or bad, different ways of life, different beliefs and opinions, being of different social standing, a range of feelings and emotions.
- **Storytelling:** Storytelling will always have a place in helping students to consider social and moral issues and examine their own responses to situations. In so doing, they will clarify their own attitudes and values, and learn to respect the values of others where they differ from their own.

## **7. Inclusion**

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns. This will be of particular importance in relation to Pupil Premium students as well as our students with Special educational needs be it physical or learning. We will refer students to specialist support where we deem it appropriate.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **8. SEND Pupils**

SEND pupils follow the same RSE programme as all other pupils. When appropriate, and to ensure that the RSE Curriculum is accessible for all pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case by case basis, through collaboration between teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND pupils, we will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.
- See section 10 below for the process for withdrawing pupils from the sex education components of the RSE Curriculum. The process is the same for all pupils.

## **9. Working with parents/carers and the wider community**

As a school we understand that parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We wish to build a positive and supportive relationship with parents and work closely with parents when planning and delivering RSE. Parents will be informed about what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

When new lessons are created for the RSE curriculum, all parents will be invited to review and discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

## **10. Right to be withdrawn from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should contact the Deputy Head Teacher to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will always comply with the wish of the parents/carers in this regard and will provide appropriate sources of information for parents/carers who wish to withdraw their children.

## **11. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. If the teacher has concerns, they will draw their

concerns to the attention of the school's Designated Safeguarding Leader, Mrs McManus, in accordance to the Safeguarding Policy.

In a case where a teacher learns that a pupil is having or contemplating sexual intercourse:

1. the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary, to seek medical advice.
2. child protection issues will be considered under the school's procedures.
3. the young person will be properly counselled about contraception, including information about where young people can access contraception and advice services.
4. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

## **12. Dealing with inappropriate sexual behaviour**

Inappropriate sexual behaviour can include:

- Inappropriate touching
- Sexting i.e. sharing of inappropriate images
- Up-skirting
- Cyberbullying

All staff are regularly updated on local and national issues related to SRE and best practice approaches. This includes raising concerns about inappropriate sexual behaviour, and who to go to for this information, so that it can be addressed.

## **13. Raising concerns about this Policy or the RSE Curriculum**

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with Arnold Academy's Complaints Policy. Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

- a) This Policy.
- b) The extent to which parents, carers, staff and pupils were consulted or engaged in the development of this Policy and the RSE Curriculum
- c) Whether the complaint would be an appropriate, fair or meaningful use of resources at Arnold Academy (complaints to express dissatisfaction about the DfE's decision to make certain aspects of RSE compulsory will not meet these criteria – see below).
- d) The DfE requires schools to teach pupils about the areas of RSE at Appendix A and B to this Policy. Arnold Academy is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE or local government. Arnold Academy can only handle complaints about its interpretation and delivery of that curriculum.
- e) The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the Arnold Academy community and its values of equality, dignity and respect

## **14. Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through team meetings, peer mentoring and observation, topic evaluations and feedback from pupils and parents.

Pupils will have the opportunities to review and reflect on their learning during the lesson through the teaching methods detailed above and through lesson feedback and evaluation forms.

The RSE policy is influenced by the key documents detailed in the introduction of this policy. It has

been developed in consultation with the Head Teacher, Deputy Head Teacher, Leader of ETC/PSHCE. The development also includes consultation with parents, student council, staff and parents.

**Appendix A: By the end of primary school:**

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| <b>Caring friendships</b>                  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>                                                                                                                                                                 |

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| <b>Respectful relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| <b>Online relationships</b>     | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Being safe</b>               | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |
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## Appendix B: By the end of secondary school:

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-secondary)

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families</b>                                        | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>                                                                                                                                 |
| <b>Respectful relationships, including friendships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li></ul> |

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|                                                                   | <ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Online and media</b>                                           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> |
| <b>Being safe</b>                                                 | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |
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