

## **Relationships Education (RE) & Relationships and Sex Education (RSE) Policy**

### **Rationale**

In Infants and Juniors we deliver Relationships Education (RE) and in Seniors we deliver Relationships and Sex Education (RSE). RE/RSE is intended to give children essential skills and knowledge for building positive, enjoyable and respectful relationships, and for staying safe, both on and offline. RSE for Seniors also enables children to develop accurate and age-appropriate attitudes and knowledge about their body, reproduction, sex and sexual health.

### **Core Principles**

Our aim is that pupils will learn to:

- Respect themselves and others;
- Use the correct vocabulary when describing themselves and their bodies;
- Identify the characteristics of healthy relationships, and be aware of how relationships may affect mental and physical health;
- Make informed and safe choices concerning relationships;
- Stay safe online;
- Value family life within stable, loving and committed relationships;
- Appreciate that different family structures exist;
- Recognise rights and responsibilities within relationships and the age of consent and what consent is and is not;
- Challenge gender stereotypes and inequality in relationships;
- Become more resilient, knowing how and when to ask for help, if needed;
- Become aware of what makes a healthy, positive friendship;
- Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships;
- To understand what the law says about sex and relationships;
- Understand protected characteristics as defined in the Equality Act 2010.

### **Legislation and guidance**

The policy is drawn up in accordance with the following statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 and updated 2021)
- Keeping Children Safe in Education, (September 2021)
- Equality Act (2010)
- Education Act 1996, section 403 and 2002, section 80A
- Sexual violence and sexual harassment between children in schools (updated May 2018)
- SEND code of practice: 0-25 years (updated May 2015)
- Promoting Fundamental British Values as part of SMSC (2014)

The RSE policy complements the following school policies:

- Christian Ethos Policy
- PSHE & Citizenship Policy
- Safeguarding Policy
- Equalities Policy
- Behaviour Policy
- Anti-bullying Policy
- Active Promotion of Fundamental British Values Policy
- Acceptable and Safe use of Screens Policy

## **Roles and responsibilities**

Our Head of PSHE oversees the delivery of RE/RSE provision, with support from the Heads of School and Senior Leaders. Class teachers also play an important role in the delivery of RE in the Infant and Junior School. In the Senior School the Head of PSHE and the Head of RS deliver the content alongside assemblies led by the Headmaster. Staff are kept informed of developments in RSE as necessary through staff meetings and INSET days.

## **Curriculum overview**

RE/RSE is not delivered in isolation. It is part of our PSHE curriculum, and related topics are also covered in Religious Studies and Science lessons. As Heritage is registered as a Christian faith school, and in keeping with our Christian Ethos Policy, we teach Christian faith perspectives on relationships and sex education, ensuring that balanced debate takes place about issues that are seen as contentious so that all pupils feel safe. We recognise the central role that parents and carers should play in relationships and sex education and seek to complement what takes place in the home.

## **Five statutory areas**

There are five statutory areas that must be covered at the primary level, i.e. during our Infant and Junior years: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

The five statutory areas that are covered over the course of the Senior years at Heritage are: families; respectful relationships including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

See Appendix 1 and 2 for an overview of the content of our RE and RSE programme.

## **Topics covered in Science lessons**

Topics are identified in the National Curriculum for Science that are compulsory for all pupils, including in independent schools. For Infants and Juniors Science topics related to RE include: the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Heritage, we teach human reproduction in Year 6 in Science as part of the unit on reproduction of plants and animals.

In Seniors the following compulsory topics related to RSE are covered: reproduction in humans, the structure and function of the male and female reproductive systems, puberty, miscarriage, fertility, menstrual cycle, menopause, gametes, fertilisation, gestation, birth, HIV/Aids.

## **Regular assessment**

We evaluate learning outcomes through dynamic assessment by the teacher during RE/RSE sessions, and we respond to feedback from parents and pupils arising from routine pastoral care. Our small size enables ongoing close attention to pupils' needs. Pupil voice questionnaires and feedback via a pupil concern email address, and self-evaluation forms completed by Senior pupils as part of our tutor scheme, also help us to assess our RE/RSE provision and to make improvements as necessary.

## **A Safe Learning Environment**

### **Safe practice**

We are committed to creating a safe, non-judgemental learning environment in which pupils can share feelings, explore values and attitudes, express opinions and consider those of others. We implement the following measures to achieve this:

- Teachers explain and reinforce the ground rules for RE/RSE lessons (see Appendix 3);
- Teachers provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class;
- The lessons are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different

- opinion;
- Distancing techniques (such as stories and scenarios) are used to provide fictional characters and storylines that stimulate discussion, without becoming personal;
- Teachers are sensitive to the needs of individuals who may have direct experience of some of the issues discussed in the RE/RSE curriculum and use their skill and discretion to provide answers appropriate to the age and maturity of the pupil(s) concerned.
- Pupils are made aware of reliable sources of support both inside and outside the school;
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background;
- Teachers plan lessons that are accessible to pupils with special educational needs and disabilities and are aware that some pupils, due to the nature of their SEND, are more vulnerable to exploitation, bullying and other issues.
- If pupils raise the topic of self-harm or suicide, teachers take care to avoid using material or emotive language which could in any way be construed as instructive rather than preventative;
- Where appropriate we teach the Christian faith perspective on relationships along with balanced debate about issues that are seen as contentious;

### ***Safeguarding***

During discussions a pupil may disclose sensitive information about themselves or their peers. If the member of staff had reason to believe that a child has experienced or is at risk of experiencing abuse he/she has a duty to log this in My Concern immediately and report the concerns to the Designated Safeguarding Lead (DSL), who will take action in accordance with our Safeguarding Policy.

### ***Visiting speakers or external agencies***

- Visitors who deliver part of our RE/RSE programme must do so in accordance with this policy and our Safeguarding Policy.
- Appropriate background checks on visiting speakers are undertaken in keeping with our Safer Recruitment Policy.
- The input of visiting speakers is monitored and evaluated by staff to ensure that it fits with the planned programme and that the content is age-appropriate and accessible for the pupils.

### ***Parental rights to withdraw their children***

In keeping with our Christian Ethos Policy, our Equalities Policy and our Active Promotion of Fundamental British Values Policy our approach to teaching RSE is sensitive to the needs of every individual, including those with SEN and disabilities. We believe that the RSE curriculum plays an important role in the spiritual, moral, social and cultural development of our pupils, and in preparing them for the challenges and responsibilities of adult life.

Nevertheless, parents/carers need to be aware that they have a statutory right to withdraw their child(ren) from the sex education content of the RSE curriculum, which is delivered in our Senior School, up until three terms before the child turns 16. At that age a child is considered old enough to receive sex education if they wish to do so.

Parents/carers do not have the right of withdrawal from related Science topics identified in the National Curriculum (NC). Because the NC says that human reproduction must be covered at the secondary level, parents/carers do not have the right of withdrawal from those Senior School lessons. However, because we briefly cover human reproduction as part of plant and animal reproduction in Year 6, and because this goes beyond what the NC requires at the primary level, parents do have the right to withdraw their child from the relevant Year 6 Science lesson(s) on human reproduction.

If parents wish to withdraw their child from relevant sex education lessons, they should discuss this with the Headmaster. Requests for withdrawal should be put in writing and a copy will be placed in the pupil's file.

Parents do not have the right of withdrawal from any of the Relationships Education content of the RSE curriculum.

**Engaging stakeholders**

This policy has been developed in consultation with staff, pupils and parents in keeping with Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 and updated 2021)

Authorised by	Jason Fletcher
Date	June 2023

Review date	June 2025
Circulation	Staff and parents via website

## Appendix 1: Topics covered in RE in the Infant and Junior School

### Lower Prep

Topic Areas	Learning Objectives
Families and people who care for me	To know that they belong to a family and the role of the different members within it. To identify the special people in their own lives. To know that the role of the family is to love and care for them and to identify who they can go to if they are feeling sad or worried. To talk about who makes up their family and understand that not all family make ups are the same.
Caring friendships	To know that friendships make us happy and secure. To learn to share and take turns. To learn that hands are for helping, caring and holding, not for hurting. To learn the importance of kindness and welcomeness towards others. To be inclusive in their play.
Respectful relationships	To understand that we are all different; we like and dislike different things. To know who to talk to if someone was making them feel unhappy because of their differences. To become aware of boundaries in play and to use their words when negotiating toys, books etc. To learn to say 'please' and 'thank you' to others.
Online relationships	To know that the internet can be enjoyable and fun but sometimes they might see things that can be scary or upsetting. If so, they must always tell a grown up who will be able to help them and put the device down or walk away. To always check with their parents that they know what they are looking at online. (Jessie and Friends) <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a>
Being Safe	To know that feelings as well as bodies can be hurt. To reflect on the actions of others through stories. To identify No and Yes touches. To learn the difference between secrets and surprises. To identify people at school whom they could speak to if upset or worried. To know that underwear covers up their private parts.

### Upper Prep

Topic Areas	Learning Objectives
Families and people who care for me	To think about the different people in their family, the role they play and how they care for them. To understand that families can be different. To look at some of the characteristics of family life, (eg. pets, shared hobbies, meal times & foods eaten, rules- such as taking off shoes) and how they are the same or different to their own. To learn about what a wedding is and the significance of marriage.
Caring friendships	To learn what makes a good friend. To learn to be welcoming and inclusive in their play. Through habits, explore some of the characteristics of friendships - kindness, helpfulness, truthfulness and saying sorry. To reflect on how kind and unkind behaviour can affect others. To learn how to recognise when a friendship is making them unhappy, strategies for how to resolve it and who to talk to about it.
Respectful relationships	To celebrate differences and strengths and understand that we all have areas which we need to work on. To understand that not everyone finds the same game fun. To continue to work on courtesy and manners such as 'please' and 'thank you' and looking at people when they talk to you.

Online relationships	To always check with their parents that they know what they are looking at online. To understand that images and photos can be shared more widely than they might expect and the importance of consent. (Jesse & Friends) <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a>
Being safe	To learn how we can keep ourselves healthy, the importance of eating a wide and varied diet with plenty of fruit and vegetables, the importance of times for rest and exercise, the importance of brushing our teeth and washing our hands. To begin to recognise risk and potential dangers and how to minimise them, eg crossing the road, wearing a sun hat & sunscreen, not leaving toys on the stairs. To understand that bodies and feelings can be hurt by words and actions (eg kicking, punching, pinching). To learn how to say 'No' and how to ask for help. To recognise that some things are private and what privacy means. To understand that no one should make them do anything that makes them feel embarrassed or uncomfortable. (PANTS through NSPCC- <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/</a> To know who can help them in different places, how to attract attention and what to say.

## Year 2

Topic Areas	Learning Objectives
Families and people who care for me	To look at the role of family - love, protection and care for children and other family members, the importance of spending time together and sharing. Develop an awareness that this may look different in different families locally and around the world. To recognise family relationships can sometimes make them feel happy or sad (e.g. celebrations, argument with siblings, not being obedient). To look at the role of parents- how do they protect us and keep us safe? How do they support children as they grow up?
Caring friendships	To learn how to listen to other people and play and work cooperatively. To learn about how people make friends and what makes a good friendship. To reflect on how their actions and behaviour can affect others. To learn how to manage big feelings. To learn about how people might feel if they experience hurtful behaviour, eg teasing, name calling, bullying & deliberately excluding others. To understand that this type of behaviour is unacceptable, and how to seek help if they are unhappy or feel unsafe. To learn simple strategies to resolve arguments between friends positively.
Respectful relationships	To learn about how to treat themselves and others with respect, how to be polite and courteous. To learn how to talk and share their opinions on things that matter to them. To learn to accept that people may have different likes, dislikes, beliefs, opinions to us and that is ok. To become more aware of giving others some personal space or privacy. To know what to do if they or someone else was being bullied. To reflect on who has authority over them and what that means.
Online relationships	To learn basic rules for online safety: To learn that there are situations when they should ask permission, e.g. watching videos, sharing pictures, playing games. To learn that they should keep their personal information private, only talk to someone they know in real life online and tell an adult if something worries them

Being safe	<p>To learn how to respond if physical contact makes them feel uncomfortable or unsafe (eg rough play). To learn about the importance of not keeping secrets that make them feel uncomfortable or afraid. To consider how parents &amp; carers keep us safe and how we recognise risk in simple everyday situations (eg. crossing the road, arranging a meeting point incase of getting lost, stranger danger, medicines) and what action to take to minimise harm. To reflect on rules and age restrictions and why they are important. To learn how to respond to adults they don't know, how to ask for help and examples of vocabulary to use. To learn to keep talking and trying to tell until they are heard. To recognise that some things are private and what privacy means. (PANTS through NSPCC- <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/</a>)</p> <p><i>My Underpants Rule</i> by Kate &amp; Rod Power (safe touches / names of body parts)</p>
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### Year 3

Topic Areas	Learning Objectives
Families and People who care for me	To understand about different types of families and to respect those differences; to identify characteristics of a healthy family; to recognise that others' families sometimes look different from their family.
Caring friendships	To recognise what makes a positive, healthy relationship and to develop skills to form and keep positive relationships; how to judge when a friendship is making them feel unhappy or uncomfortable and who to tell; to learn how to solve disputes using real life scenarios.
Respectful relationships	How to listen and respond respectfully to a wide range of people; to learn that their actions affect themselves and others; to learn about bullying and how it makes them feel; to know who to ask for help and report to; weekly habits that support courtesy and manners; 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
Online relationships	To learn how to keep safe online; to recognise risks and how to report them; to be respectful for others online ("Sam and Sue learn about cybersafety"); that people sometimes pretend to be someone they are not online
Being safe	To identify someone to go to if they are worried; to learn the importance of keeping personal boundaries and the right to privacy; how to respond safely and appropriately to adults they may encounter whom they do not know (stranger danger) and who to go to for help; where to get advice and how to ask for it; (PANTS through NSPCC- <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-under-wear-rule/</a> )

### Year 4

Topic Areas	Learning Objectives
Caring friendships	To recognise a wider range of feelings in others; to describe how feelings can affect thoughts and behaviours toward friends; how important friendships are in making us feel happy and secure; that most friendships have ups and downs

	and how to work through these; that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Respectful relationships	To recognise bullying and how to respond; to learn how to resist pressure from others; to learn how to manage dares.
Online relationships	To learn how to keep safe online by recognising risks; to look at screen habits and use and how that impacts feelings and behaviour; who to go to if they feel unsafe online.
Being safe	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; (PANTS through NSPCC- <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a> how to recognise and report feelings of being unsafe or feeling bad about any adult; where to get advice and how to ask for it.

### Year 5

Topic Areas	Learning Objectives
Families and People who care for me	To learn the characteristics of healthy family life, commitment and loyalty to each other, including in times of difficulty; the importance of protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
Caring friendships	To recognise various feelings and how these affect their behavior towards others; to identify what triggers different emotions; to describe friendship, including the characteristics of friendship including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; to learn negotiation and compromise strategies along with recognising the cycle of anger; to work through issues in friendship and how to see things through someone else's eyes.
Respectful relationships	To learn to respect those who make different choices or have different preferences or beliefs; that in school and in wider society they can expect to be treated with respect by others; the conventions of courtesy and manners (asking others how they are doing for instance or asking questions to show interest).
Online relationships	To learn about digital wellbeing and digital footprint; to learn about how to keep their personal information safe; to learn how to handle contact from someone they don't know online and who to tell; that people sometimes behave differently online, including by pretending to be someone they are not; how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3</a>
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact; Pants through NSPCC-



	- <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-undewear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-undewear-rule/</a>
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Year 6

Topic Areas	Learning Objectives
Families and people who care for me	To learn about committed loving relationships (including the law on marriage and civil partnership); that others' families, either in school or in the wider world, sometimes look different from their own family; how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed; that stable, caring relationships are at the heart of happy families and are vital for children's security as they grow up.
Caring friendships	How to recognise who to trust, and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to support someone with problems or difficulties; how to manage a conflict by learning attributes and skills needed for resolving disputes, and that resorting to violence is never right.
Respectful relationships	To learn to recognise when a friendship is healthy or unhealthy; to learn the difference between bullying and conflict; to define victim, bystander and bully; the importance of self-respect and how this links to their own happiness; the importance of permission-seeking and giving in relationships with friends, peers and adults; to learn about stereotypes and how stereotypes can be unfair, negative or destructive.
Online relationships	To define digital wellbeing; to learn how to critically consider their online friendships and sources of information; how information and data is shared and used online; to learn that the same principles apply to online relationships as to face-to-face relationships; the rules and principles for keeping safe online and the various age ratings for social media sites and games; how to recognise risks, harmful content and contact, and how to report them.
Being safe	That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact;(PANTS through NSPCC- - <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-undewear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-undewear-rule/</a> ); how to recognise and report feelings of being unsafe or feeling bad about any adult; how to report concerns or abuse, and the vocabulary and confidence needed to do so; how to ask for advice or help for themselves or others; how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; 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.

## Appendix 2: Topics Covered in RSE in the Senior School

### Year 7

Topic Areas	Learning Objectives
Families	How to determine whether other children, adults or sources of information are trustworthy, safe or unsafe; the characteristics and legal status of other types of long-term relationships; why marriage is an important relationship choice and must be freely entered into.
Respectful relationships, including friendships	The characteristics of positive and healthy friendships; Developing qualities and taking practical steps to build positive relationships (in all contexts, including online); how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage; 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; the importance of being treated with respect and showing respect to others; cyberbullying and its impact and how to get help; consent and the management of conflict.
Online and media	To learn the benefits, risks and their rights associated with being online; how to protect their online identities and how and why some information online can be reliable or not; what to do and where to get support to report material or manage issues online; how information and data is generated, collected, shared and used online.
Being Safe	Pupils will learn how they can actively communicate and recognise consent from others and that consent can be withdrawn at any time.
Intimate and sexual relationships, including sexual health	Human reproduction in science covers puberty, pregnancy, brief discussion of miscarriage, menstrual cycle and menopause; fertility and the impact of lifestyle on fertility is also covered.

### Year 8

Topic Areas	Learning Objectives
Families	There are different types of committed, stable relationships; what makes up a healthy relationship; the importance of consent- what it is and what it is not.
Respectful relationships	To learn about cooperation, negotiation, management of conflict and other positive characteristics of healthy friendships; to understand impact of peer influence and group thinking; 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; how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage; cyberbullying and practical ways to prevent it.
Online and media	Online risks, including that any material someone provides to another has the potential to be shared online; the impact of viewing harmful or manipulated content; digital footprint; the impact of social media and how the teenage brain is wired to crave intermittent rewards; how algorithms and behavioural tools can manipulate online users.

Intimate and sexual relationships, including sexual health	The facts about reproductive health, including fertility, and the potential impact of lifestyle, particularly alcohol and tobacco, on fertility for men and women (Science).
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Year 9

Topic Areas	Learning Objectives
Respectful relationships, including friendships	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010); how to reconcile and end relationships well and practical steps to 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.
Online and media	Identifying ways in which young people can be pressured to share explicit images; legality of sexting and consequences of sharing explicit images; that sharing and viewing indecent images of children (including those created by children) is a criminal offence; evaluating what types of personal information they want to share with others; Identifying ways in which pornographic material is not representative of the sexual experience for most people; the impact of viewing harmful content; how information and data is generated, collected, shared and used online.
Being safe	How people can actively communicate and recognise consent from others and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	How to recognise whether a relationship is healthy or not, and that it should include mutual respect, consent, loyalty, trust, shared interests and outlook and friendship; how the use of alcohol and drugs can lead to risky sexual behaviour.

Year 10

Topic Areas	Learning Objectives
Families	How stable relationships might contribute to human happiness and their importance for bringing up children; What marriage is, including its legal status; The characteristics and legal status of other types of long-term relationships; why marriage is an important relationship choice and must be freely entered into; the roles and responsibilities of parents with respect to raising of children, including characteristics of successful parenting; how to determine whether other children, adults or sources of information are trustworthy and how to judge when a family, friend, intimate or other relationship is unsafe; how to seek help or advice if needed.
Respectful relationships, including friendship	To identify the characteristics of positive and healthy relationships; that some types of behaviour within relationships are criminal; what constitutes sexual harassment and sexual violence and why these are unacceptable; the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010); how stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
Online and media	Identifying ways in which pornographic material presents a distorted picture of

	sexual behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave toward sexual partners; the impact of viewing harmful content; how information and data is generated, collected, shared and used online.
Being safe	How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn; to learn about harassment, rape, domestic abuse and how these can affect current and future relationships.
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy relationships; To learn that all aspects of health can be affected by choices they make in sex and relationships; To learn the strategies for identifying and managing sexual pressure, including peer pressure; that they have a choice to delay sex or to enjoy intimacy without sex; the facts about the full range of contraceptive choices, efficacy and options available; how the different sexually transmitted infections are transmitted, how risks can be reduced 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 treatment; how the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment; exploration of sexual orientation and gender identity and the facts and the law about sexuality and gender identity.

*Year 11*

Topic Areas	Learning Objectives
Respectful relationships, including friendships	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Identifying ways in which pornographic material is not representative of the sexual experience for most people; the impact of viewing harmful content; how information and data is generated, collected, shared and used online.
Being safe	The concepts of, and laws relating to, FGM, forced marriage, honour-based abuse.
Intimate and sexual relationships, including sexual health	That there are choices in relation to pregnancy (with medically accurate, impartial information on all options, including keeping the baby, adoption, abortion) and where to get further help.

### Appendix 3: Ground rules for RE/RSE lessons

Our ground rules help to create a context in which all pupils feel safe and able to benefit from our RE/RSE Curriculum. They shape the delivery of RE/RSE and will be discussed openly with pupils where that is appropriate for their age.

1. *Openness*: We will be open and honest, but not discuss directly our own or others' personal lives. We will discuss examples but will not use names or descriptions which could identify anyone.
2. *Keep the conversation in the room*: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's Safeguarding Policy.
3. *Non-judgmental approach*: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
4. *Right to pass*: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
5. *Make no assumptions*: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
6. *Using appropriate language*: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
7. *Asking questions*: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to embarrass someone.
8. *Seeking help and advice*: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.