

Relationships and sex education policy

Hospital Education Service



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Additions:

- 29.11.2021 Section 6 – Considerations for Pupils with SEND.
- 05.09.2023 Section 8 – Updates to staff teaching PSHE
- 12.09.2023 Appendix 1: Updated Curriculum Maps

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1. Rationale

The Coventry Hospital Education Service (HES) recognises its responsibility to provide Relationship and Sex Education (RSE) in order to prepare pupils to lead safe, fulfilling and healthy lives in line with DfE guidelines. As a service we provide education to Key Stages 1-4 and our provisions aims to provide an individualised curriculum appropriate to the learners needs.

The RSE programme has been developed to allow pupils to deal with the difficult, moral, social and health related issues that arise in their lives and society. It also enables pupils to make responsible and informed decisions about their health and well-being.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and tutorial programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

2. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

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

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

At Hospital Education Service, we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

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

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

4. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The Coventry Hospital Education Service covers education from Key Stage 1 to Key Stage 4 and aims to support pupils with a broad coverage of the curriculum for the duration of their educational experience with us.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and tutorial programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our Personal Development Programme that includes drop down days and Assemblies.

Pupils at Whitmore Park Annexe and on Home Tuition will also receive stand-alone sex education sessions delivered by a trained health professional.

Primary Education includes Home Tuition and Hospital School

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

- Families and people who care for me
- Being safe
- Caring friendships
- Respectful relationships
- Online relationship

Secondary Home Tuition and Whitmore Park Annexe

RSE focuses on giving young people the information they need 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Consideration for Pupils with SEND

The Hospital Education Service is committed to an inclusive model of RSE delivery. Pupils learning needs will be taken into account when planning and delivering topics. This may include small group or 1:1 sessions to ensure pupils have the opportunity to allow for questions and discussion that might be challenging or increase the risk of misinterpretation in a usual class format.

As a school we have adopted guidance from the National Children's Bureau in line with the Sex Education Forum on '[RSE for disabled pupils and pupils with special educational needs](#)'. 2020.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We **will** consider whether any resources we plan to use:

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

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

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

We **will**:

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

We **won't**, under any circumstances:

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

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.
The governing board has delegated the approval of this policy to Sharon Cutler – Head of Service

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn

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

The following staff will teach RSE at Whitmore Park Annexe:

- Mr Takolia – Aspire
- Miss Griffin – Respire
- Mrs Stringer – Inspire

8.4 Pupils

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

9. Parents' right to withdraw

For our Primary Pupils

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. HES has identified that sex education for primary aged children would include:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Teaching staff would only teach these aspects of RSE to primary pupils if it has been specifically requested by their home schools and where the pupils are likely to be attending OHS for some time. This will be in consultation with parents.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

For our Secondary Pupils

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 (old) terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

HES has identified that sex education for secondary aged children would include:

- about basic forms of contraception, e.g. condom and pill
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy
- about pregnancy, birth and miscarriage
- about unplanned pregnancy options, including abortion

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. We are members to the PSHE Association and regularly use their guidance and resources for planning our curriculum. This includes training they may offer.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Asif Takolia through planning scrutiny, learning walks, lesson logs, pupil voice and meeting with other PSHE Teachers.

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

This policy will be reviewed by the Assistant Headteacher at every review. The policy will be approved by the Headteacher.

Appendix 1: Curriculum map

Inspire – Year 10 Whitmore Park Annexe

	Dreams and Goals Autumn 1	Changing Me Autumn 2	Relationships Spring 1	Healthy Me Spring 2	Being Me in My World Summer 1	Celebrating Difference Summer 2
Topics	Important relationships, resilience & how to develop it	Societal change, how will it affect <u>me?</u> , social media and social change, save the environment	My relationships, self, <u>love?</u> , lust?, attraction, attachment	My health MOT, top tips for health, adopting healthy habits	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality
	Physical and mental health, MH tips	What makes a good relationship?	Pressures of different relationships, <u>freedom</u> and control	Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, substance misuse and physical health	Grief cycle, loss, responses to loss, support	Workplace expectations and disability, promoting equality, fair pay, <u>rights</u> and responsibilities
	Online safety – digital footprint, impact on career	Me and my relationships, attraction, <u>love</u> or crush?	Privacy, personal space, invasion of privacy, <u>paparazzi</u> and celebrity	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in <u>decline?</u> , positives, fundamentalism, stereotypes, celebrating diversity
	Money, <u>wages</u> and career goals, what affects your earning potential, budgeting	Pornography, <u>art?</u> , is it ok for adults to look at porn?	Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse	Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule
	Weekly costs, debt, gambling, emotions linked to too much/ little money	Alcohol, the law, effects of alcohol, scenarios	Social media, safety tips, laws, trolling, <u>peer-on-peer</u> abuse, employer's rights to access	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Marriage and the law, <u>beliefs</u> and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?
	Gambling issues and support	Can a relationship be honest and real as well as exciting and fun?	Healthy relationships and control	Interactive play and wellbeing choices	Being unique, expectations, managing them	Is it only the rich that can change the <u>world?</u> , Charles Drew, How can I make a difference? needed,

Respire – Year 11 Pupils Whitmore Park Annexe

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Intro to PSHE – what jobs could we do? Identifying and recognising Part 1	JBM 1 - Pros and Cons of becoming an <u>adult</u>	JR1 - Intimate romantic relationships	JHM2 - Relationships and Consent repeat boundaries messaging and dealing with backlash from unsuitable partners (name calling in context <u>e.g.</u> frigid etc)	PH1 - Alcohol Awareness	Managing Change & Transition
	What job skills are important? Which do we possess? Which should we develop? Part 2	JBM2 - Relationships and the Law	JR2 - LGBT+ gender and sexuality spectrums		PH2 - Self-Care (link with wellbeing curriculum coverage)	Transition Fortnight
	<u>Planning for the Future</u> – transferable skills (dual coded) Link to S&L goals Part 3	JBM3 - Equality Act, Domestic Abuse, Peer on Peer	JR3 Perceptions of LGBT+		PH3 - Body image in a digital world	Team Building
	Capturing our skills in a skills-focused CV Part 4	JBM4 - Online law and safety	JR4 Balance of Power in relationship (Part 2)	JHM3 - Hormonal Health, <u>Fertility</u> and Infertility (choices; what they look like – physical props)	PH4 - Building Connections	Transition Visits
	What do I need to share about me and why? – writing a personal statement (Part 5)	JBM5 - Emergency Situations ICE/crisis/fight or flight	JR5 My body my choice	JHM4 - Contraceptives and Sexual Health	JDG2 - Money, work, debt, employment JDG3 - Jobs in the Future, managing your skillset link back to <u>Aut 1</u>	
	Post 16 Options – what do I need to achieve to enter <u>the role</u> that interests me most?	JBM6 - Situations and Consequences - understanding our own values and boundaries, making informed decisions and being comfortable establishing boundaries in tricky <u>situations</u>	JR6 - Being you in a relationship return to Part 2 of understanding our own values and boundaries, making informed decisions and being comfortable establishing boundaries in tricky situations	JHM5 - Pregnancy and Choice	JDG6 - Can Technology help us reach our goals – AI and <u>it's</u> limitations and usefulness	
	External Speaker (Your Voice Matters)	JDG4 - Intimate Relationships Part 1 – how to be a good partner and friend /students explore own views on what is good <u>parenting?</u> – language for learning; physical caring and prioritising self & others appropriately; avoiding control and manipulation/power imbalance in a relationship particularly a sexual one		JHM6 - Mutual Respect in intimate relationship		
	Making Applications for Post 16					

Aspire – Year 11 Pupils Whitmore Park Annexe

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Intro to PSHE - Pupil Voice. Shaping your course	JBM 1 - Pros and Cons of becoming an adult	JR1 - Intimate romantic relationships	JHM2 - Relationships and Consent	PH1 - Alcohol Awareness	Managing Change & Transition
	Post 16 Options	JBM2 - Relationships and the Law	JR2 - LGBT+ gender and sexuality spectrums	JHM3 - Hormonal Health, Fertility and Infertility	PH2 - Self-Care	Transition Fortnight
	Planning for the Future	JBM3 - Equality Act, Domestic Abuse, Peer on Peer	JR3 Perceptions of LGBT+	JHM4 - Contraceptives and Sexual Health	PH3 - Body image in a digital world	Team Building
	External Speaker (Your Voice Matters)	JBM4 - Online law and safety	JR4 Balance of Power in relationship	JHM5 - Pregnancy and Choice	PH4 - Building Connections	Transition Visits
	START - Finding Careers Information	JBM5 - Emergency Situations	JR5 My body my choice	JHM6 - Mutual Respect in intimate relationship	JDG2 - Money, work, debt, employment	
	CV Writing	JBM6 - Situations and Consequences	JR6 - Being you in a relationship		JDG3 - Jobs in the Future, managing your skillset	
	Writing a Personal Statement	JDG4 - Intimate Relationships/Parenting			JDG6 - Can Technology help us reach our goals	
	Making Applications for Post 16					

Appendix 2: By the end of primary school pupils should know

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

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

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

