

## ACS Relationships (and Sex) Education Policy (UK)

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Please note:

Where ACS International Schools is operating outside of the United Kingdom the UK regulatory framework will provide the foundation for best practice as far as this policy is concerned. All ACS schools will operate in compliance with the relevant legislation of the country in which they are operating.

ACS International Schools is committed to protecting individual's personal data, and aims to remain at all times fully compliant with data protection laws and guidance from the relevant regulators. ACS further commits to ensuring that the planning and writing of all policies and procedures that involve the handling of personal data are guided by the principle of privacy by design, and that individuals' rights to have their data safeguarded are a paramount consideration in ACS' pursuit of all its operational and strategic practices.

ACS is committed to inclusion across race, gender, faith, identity and abilities. We believe that diversity helps us to fulfil our purpose, realise our vision and exemplify our values.

### *Document Status*

Document Name: ACS Relationships, Sex and Health Education Policy  
 Document Owner: Director of Education  
 Policy Approval: Heads of School Committee  
 Status and Review Cycle: Statutory, Biannual

### *Change Control*

Version Number	Date Produced
<b>Version 1.0</b> Initial draft by consultation group	10 January 2019
<b>Version 2.0</b>	2 October 2020
<b>Version 2.1</b>	31 October 2021
<b>Version 3.0</b>	9 November 2023

Next scheduled review: October 2025

## Introduction

ACS International Schools Ltd. (henceforth referred to as ACS) notes its statutory responsibility to provide relevant, effective, and responsible relationships, sex and health education (R(S)E) to all its students as part of the school's personal, social, health and economic (PSHE) education curriculum. The school wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the sex education provision.

For convenience, both the Relationships Education programme delivered in Early Childhood and Lower School settings, and the Relationships, Sex and Health Education programme delivered in Middle School and High School settings are referred to in this policy as R(S)E.

For purposes of clarity, in this policy the term "parent" refers to anyone in the position of legal guardian over a child.

This policy is drafted in consultation with curriculum coordinators and principals in all campuses. Other professionals and staff including nurses, special education leaders and teachers, and DSLs are also contributors both to the policy and to the discourse supporting and guiding it.

Parents are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions.

R(S)E is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by students in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. When the term "health" is used in this policy and in the R(S)E curriculum, it is intended to include both mental and physical health. R(S)E will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

ACS emphasises that by providing comprehensive R(S)E we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

## 1. Policy aims

The aims of R(S)E at ACS are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of relationships and sexuality;
- Teach students the correct vocabulary to describe themselves and their bodies;
- Demonstrate how tACS values relate to, inform and support the understanding of relationships of all kinds.

## 2. Statutory guidance

In line with the statutory guidance from the Department of Education issued under section 80A of the Education Act 2002, ACS provides Relationships Education for all students up to Grade 5 and Relationships and Sex Education for students in Grades 6 to 12 (see [Relationships education, relationships and sex education \(RSE\) and health education \[June 2019\]](#)).

ACS is an independent school with charitable status and is not required to teach the English National Curriculum. In teaching R(S)E throughout our schools and across our divisions ACS is mindful of the guidance provided in the statutory and non-statutory legislation including but not limited to section 34 of the [Children and Social Work Act \(2017\)](#).

ACS schools are not bound by health education requirements for maintained schools, but we have reference to [Independent School Standards](#) (especially Parts 2 and 3), and the broader importance of actively promoting the wellbeing of students, including their physical and mental health, and emotional wellbeing, as defined by the [Children Act \(2004\)](#).

[Equality Act 2010: Advice for Schools](#) sets forth further guidance on statutory requirements.

## 3. Roles and responsibilities

### 3.1 Faculty

It is important that *all* school faculty members feel comfortable to take PSHE classes and answer questions from students. If the teacher does not feel confident leading

R(S)E discussions then that is likely to be reflected by the students, and their learning will be compromised.

ACS provides regular professional development training in how to deliver R(S)E. This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching R(S)E is so important.

Certain members of the school leadership team, such as the curriculum coordinators and principals with responsibility for overseeing pastoral care, hold more responsibility for ensuring that the school's R(S)E provision is relevant to our students and effective, but all staff members (especially school counsellors, nurses, and (Deputy) Designated Safeguarding Lead[s]) are expected to:

- Voice opinions and share expertise in this area.
- Ensure that they are up to date with school policy and curriculum requirements regarding R(S)E. Any areas that they feel are not covered or inadequately provided for should be reported back to the appropriate divisional principals.
- Attend and engage in professional development training around R(S)E provision.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching R(S)E and students' response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced R(S)E in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs. If teachers need support in this area they should speak to the SENCO or their divisional principal.

### 3.2 Trustees and senior leaders

Trustees and senior leadership will ensure that this policy is developed and reviewed on a biannual basis. This policy is developed in consultation with school parents, students and staff to ensure that it meets the needs of the whole school community.

Trustees and senior leadership will also:

- Ensure that all faculty are given regular and ongoing training on issues relating to R(S)E and how to deliver lessons on such issues.
- Ensure that all faculty are up to date with policy changes, and familiar with school policy and guidance relating to R(S)E.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of R(S)E to students.
- Ensure that R(S)E is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our students do and meets their needs.

- Ensure that the knowledge and information regarding R(S)E to which all students are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the R(S)E curriculum.
- Ensure that personal beliefs and attitudes do not prevent the provision of a balanced R(S)E curriculum.
- Communicate freely with staff, parents, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for R(S)E, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. In particular, ACS recognises that when information about relationships that is given at home complements the provision that of the school, it is likely to be greatly more effective. This aim should be clearly communicated to parents and additional support given where necessary or requested.

### 3.3 Students

Students are expected to attend R(S)E classes as timetabled and take them seriously. These classes are an important part of the curriculum and a tool to aid personal development.

Students should support one another with issues that arise through R(S)E. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. ACS regards these expectations as aligned with those of the Expected School-wide Learning Results (ESLRs), and students who regularly fail to follow these standards of behaviour may face disciplinary consequences in line with the School Behaviour policy and the disciplinary code of conduct outlined in the individual campus divisional handbooks.

ACS aims to help students feel comfortable talking with a member of staff, in appropriate confidence, regarding any concerns they have in school related to R(S)E or otherwise. Conversations of this nature between staff and students will be held in confidence; however, staff may take concerns to their line manager if they feel ill-equipped to deal with the issue at hand, or the DSL for any safeguarding concern.

ACS asks students for feedback on the school's R(S)E provision at regular intervals. Opinions on provision and comments will be reviewed by school leaders and taken into consideration when the curriculum is prepared for the following year's students. In this way, the school hopes to provide students with the education they need on topics they want to learn about.

### 3.4 Parents

The school expects parents to share the responsibility of R(S)E and to support their children's personal, social, and emotional development. We encourage parents to create an open home environment where students can engage, discuss, and continue to learn about matters that have been raised through school R(S)E lessons. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

## 4. Implementation and curriculum

#### 4.1 Consistency, clarity, and values

ACS recognises the importance of implementing the R(S)E policy consistently throughout the school and ensuring effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore diverse attitudes and values, and to develop skills that will enable our students to differentiate between fact, opinion and belief, and to make informed decisions regarding relationships and sex.

We are especially mindful of our international community, and its wide range of cultural traditions, personal values, ethical perspectives, and faith communities. We support the [universal human rights](#) of our students, families, and staff under law in the [Human Rights Act 1998](#). We promote the respectful exchanges of ideas and viewpoint, always within the larger context of our obligation to promote fundamental British and values of respect, tolerance, and individual liberty.

#### 4.2 Guest speakers and organisations

ACS may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge student's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Guest speakers will be vetted according to school guidelines to prevent extremist views, disruptive presentations, and positions not aligned with ACS values.

We will

- 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
- Ask to see in advance any materials that the agency of specialist content provider may use
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed.

#### 4.3 Vocabulary of human sexuality

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may also be discussed where appropriate. This may involve discussion about what is and isn't acceptable language to use.

#### 4.4 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the appropriate divisional pastoral care advisor or similar trained professional.

Ground rules in class may help students to feel more comfortable discussing aspects of relationships and other deeply personal topics that may be sensitive. Some strategies ACS staff may use to support this might include use of an anonymous question box to enable students to feel more comfortable to ask questions without being identified, or designating safe zones or zones of silence, in which the confidentiality of matters discussed is respected.

All such measures must comply with the statutory requirements and professional guidelines concerning confidentiality and information sharing.

#### 4.5 Sexual violence and harmful sexual behaviour

ACS aims to empower students on their journey to adulthood and to ensure that they are supported to understand what it means to have healthy sexual relationships. Mindful of the [prevalence of abuse and harassment in schools](#), sexual violence perpetrated against young women (and men), and other harmful sexual behaviour amongst young people, ACS uses statutory R(S)E as one part of our larger commitment to student wellbeing.

We have developed policies for Child-on-Child Abuse Prevention and Response and Online Safety, signposting students to a range of resources, which form part of our R(S)E curriculum.

#### 4.6 Sexual health

ACS is mindful of its statutory duty to teach students about HIV/AIDS and other [sexually transmitted infections](#) (STIs). Staff who are approached by students with a concern about having contracted or possibly contracted an STI should refer them immediately to the school nurse. Providing advice on contraception and practising safe sex is a key part of the school's R(S)E provision. ACS also encourages parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a student or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure.

The ACS First Aid policy, contained within the Medical Policies collection covers protection for all school members against cross contamination from blood and other bodily fluids.

#### 4.7 Students with special educational needs

ACS works hard to ensure that all aspects of the school curriculum are inclusive and to support the needs of students of all ranges of abilities. Staff are required to differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to R(S)E.

The school will use a variety of different strategies to ensure that all students have access to the same information. These may include:

- interactive teaching methods e.g. use of manipulatives, card games, apps and so forth;
- use of expert guest speakers;
- practical activities;
- using DVDs or video;
- group and paired activities.

#### 4.8 Safeguarding and confidentiality

ACS aims to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training on confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's safeguarding and child protection procedures should be followed, as outlined in the Safeguarding and Child Protection policy published on the school website.

Personal information about students who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information *must only be shared with the appropriate staff (usually the Designated Safeguarding Lead)* as outlined in the school's Safeguarding and Child Protection policy.

ACS takes seriously the right to privacy. Anyone who wishes to know more about information sharing and privacy should consult the ACS policies governing Data Privacy and Data Protection. These are published on the ACS webpage.

ACS recognises that on occasion a student under 16 who is having, or is contemplating having, sexual intercourse may decide to confide in a trusted teacher. In such cases, ACS is guided by concern for the wellbeing of the child, and by our duty of care. ACS advises that the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.



- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

ACS recognises that students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## 5. Diversity, Equality, Inclusion, and Belonging

- 5.1 RSHE lessons provide a good background for talking openly and freely about human diversity in personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted.
- 5.2 Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Behaviour policy which is published on the ACS website.
- 5.3 Discussions of sexual orientation, gender identity, and gender reassignment will form developmentally appropriate aspects of R(S)E. ACS aims to ensure that the needs of all students are met, with a sensitive and gender affirming approach that recognises categories protected under the Equality Act 2010. At appropriate times, we will deliver LGBT content integrated into our programmes of study, rather than as a standalone unit or lesson.
- 5.4 R(S)E will be delivered in line with the ACS [DEI\(B\) Charter](#), which states that we “value diversity and seek multiple perspectives, listening to others with an open mind. We respect and include people with different backgrounds, life experiences, world views and expertise, because it’s right, and because it makes us stronger. We acknowledge the negative power of a single story.”

## 6. R(S)E Teaching and Learning

- 6.1 ACS schools are responsible for mapping and publishing the curriculum implemented on site, and for ensuring that it complies with the requirements of administrative bodies such as the International Baccalaureate, as well as accrediting bodies such as the New England Association for Schools and Colleges and inspection bodies such as the Independent Schools Inspectorate.
- 6.2 The content of the ACS R(S)E curriculum is the shared responsibility of homeroom/advisory teachers, teachers responsible for delivering PSHE, school counsellors, DSLs, and school leaders.
- 6.3 In primary settings (Early Childhood to Grade 5), Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me

- Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- 6.4 From Grade 6 to Grade 12 R(S)E 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.
- 6.5 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).

For more information about the statutory content of the R(S)E curriculum, see Appendices 1 and 2.

## 7. Delivery of R(S)E

- 7.1 ACS is mindful of the statutory requirement to teach Relationships Education, and Relationships, Sex and Health Education as part of its core curriculum.
- 7.2 ACS will provide the time, staffing, resources and funding to ensure that this part of the curriculum is properly delivered in line with this statutory obligation. ACS has identified appropriate places in the curriculum, including but not limited to PSHE lessons, People Skills, Responsive Classroom, Advisory, science and PE where statutory content can be taught and assessed.

Where appropriate, content may also be supported via SEN and/or EAL lessons.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

## 8. Support

- 8.1 ACS aims to help students feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their

personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

- 8.2 Parents who wish to know more about the R(S)E curriculum or require advice on how to support the R(S)E curriculum in their conversations with their child at home are encouraged to contact their child's homeroom or PSHE teacher, or the divisional principal or assistant principal responsible for pastoral care. Alternatively, parents can contact the school nurse, school counsellor, or the Designated Safeguarding Lead for further advice.

## 9. Right to withdraw from sex education

- 9.1 ACS aims to keep parents informed about all aspects of the R(S)E curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

However, parents have the right to request that their child be withdrawn from non-statutory and/or non-science components of sex education within R(S)E up to and until three terms before the child turns 16 (for most children this point will occur in the Grade 9 because most children will celebrate their sixteenth birthday in Grade 10). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The right to request withdrawal of a child from the non-statutory and/or non-science components of sex education within R(S)E is not an absolute right and can be declined by the Head of School after proper consideration, if the Head of School deems there are exceptional circumstances overriding the parents' wishes.

This right does not entitle parents to withdraw their child from the elements on human growth and reproduction which fall under the science curriculum. Nor does this right extend to Relationships Education taught in primary grades. At ACS, this covers all grades up to and including Grade 5.

- 9.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School or the divisional principal, who will arrange a meeting to discuss their concerns. R(S)E is a vital part of the school curriculum and supports child development and ACS strongly urges parents to carefully consider their decision before withdrawing their child from this aspect of school life.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

- 9.3 In all case, alternative work will be provided for students who are withdrawn from his or her R(S)E lessons.

## 10. Monitoring, review, and evaluation

- 10.1 This policy will be reviewed biannually. Development of the policy will continue to include consultation with staff, students and parents. The consultation and policy development process will involve the following steps:
1. Review – a designated document owner or working group will consider all relevant information including relevant national and local guidance
  2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
  3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
  4. Student consultation – ACS will have regard to what students require from the R(S)E policy
  5. Approval – the final draft of the policy will be approved by the Heads of School in consultation with the Education Committee of the Board of Trustees.
- 10.2 The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide R(S)E that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the R(S)E curriculum annually, and we will inform parents of any revisions to the school policy or sex education curriculum.
- 10.3 ACS aims to monitor the effectiveness of our sex education provision through:
- ongoing feedback from students
  - biannual feedback from parents
  - feedback from staff
  - classroom observations.
- 10.4 The school’s review of this policy will include information we receive from national reports and curriculum reviews.

## 11. Related policies

This policy is associated with, and should be read in conjunction with, the following policies which are available on the ACS website or on request to the appropriate school division.

| Anti-Bullying policy



Behaviour policy  
Child-on-Child Abuse Prevention and Response policy  
Complaints policy  
Data Protection policy  
First Aid Policy and Medical Collection  
Online Safety policy  
Privacy Notice  
PSHE Education policy  
Safeguarding and Child Protection policy  
Special Education Needs and Disability Policy

## Appendix 1: Statutory Content of the Relationships Education Programme for Primary Schools in England

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"> <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>
Caring friendships	<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>
Respectful relationships	<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>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<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>
Being safe	<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><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>

## Appendix 2: Statutory Content of the Relationships Education Programme for Secondary Schools in England

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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> <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>





TOPIC	PUPILS SHOULD KNOW
Online and media	<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>
Being safe	<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>
Intimate and sexual relationships, including sexual health	<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</li> <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>



Appendix 3: Parent form: withdrawal from sex education within R(S)E

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	