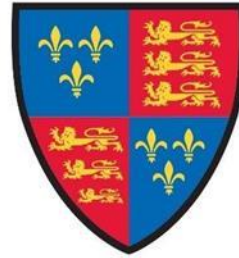




**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

In pursuit of educational excellence for all

PSHE Policy

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1. Aims

The Personal Development (PSHE) curriculum is broad and balanced it aims to equip pupils with essential skills for life, where children are enabled to become successful learners, develop their full potential, it will promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation to achieve the highest educational standards they can.

We have a passionate commitment to learning and recognition of the uniqueness of individual learners. The curriculum intends to develop the whole child through carefully planned discrete lessons, assemblies, form time sessions and enrichment. To promote character and the personal, social, physical, spiritual, moral, and cultural development of our pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

Pupils are encouraged to live healthy, safe, productive, capable, responsible and balanced lives. Pupils are encouraged to shine by being supported in making effective decisions, positive learning, career choices and in achieving economic wellbeing.

Pupils are provided with opportunities to reflect on, clarify their own values and attitudes, and explore the complex and conflicting range of values and attitudes encountered now and in the future. Pupils will also develop inter and intrapersonal skills allowing them to develop team work and personal skills ensuring they shine.

The Personal Development Curriculum is fully in line with the learning outcomes and core themes provided by the PSHE Association Programme of study which is recommended and referred to by the DfE in all key documentation relating to PSHE Provision in Schools. The curriculum covers all the required objectives and follows the three core areas of:

Health and Wellbeing

- Self-Concept
- Mental Health and Emotional Wellbeing
- Healthy lifestyles/Health related decisions
- Drugs Alcohol and Tobacco
- Managing risk and personal safety **Relationships**
- Positive relationships
- Relationship Values
- Forming and Maintaining meaningful relationships
- Contraception and Parenthood
- Bullying abuse and discrimination
- Social Influences

Living in the Wider World

- Learning Skills
- Choices and pathways
- Employment rights and responsibilities
- Financial Choices
- Media literacy and digital resilience

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

<https://bwa.kevibham.org/subjects/personaldevelopmentincluding-relationship-and-sex-education/>

For other aspects of PSHE, including health education, see the curriculum map appendix 1 for more details about what we teach in each year group.

3.2 How we teach it

At King Edward VI Balaam Wood Academy, we teach PSHE and RSE through the Personal Development curriculum, which is as follows.

- Pupils in years 7 8 9 10 will be taught one Personal Development lesson a week on a 13week rotation
- Pupils in year 11 will be taught one Personal Development lesson a week on a 10week rotation
- Personal Development/PSHE/RSE topics are woven through all aspects of the curriculum
- There is a Personal Development form time session once a week for all year groups, delivered by form tutors
- There is comprehensive assembly plan that explores key themes, delivered by the Personal Development department, Heads of Year and Senior Leaders.
- Opportunities throughout the year for drop down days where external services deliver bespoke sessions to pupils

We have a team of three staff who deliver the discrete lessons within the Personal Development curriculum, each specialise and are experts in specific areas as well as being able to deliver cross over of themes.

- Ellie Gibbs, Faculty Leader - Relationships and Sex Education
- Kieran Lynch, Assistant Headteacher - Health and Wellbeing and British Values
- Dean Robinson, Head of Year 10 – Living in the Wider World.

The team ensure their ongoing CPD through utilising the PSHE Associations external courses and liaising with our external support network including the Careers and Enterprise organisation and our Enterprise Coordinator. The curriculum fulfils the requirements of the 2020 Statutory Relations and Health education.

The Personal Development curriculum also promotes the spiritual, moral, cultural, mental and physical development of our pupils thus preparing them for life in the wider world. Pupils are taught and provided with opportunities:

- To develop the knowledge, understanding and skills they need to manage their lives now and in the future.
- To explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To develop skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

These units are taught in a spiral curriculum that revisits each theme each year. This enables pupils to build on previous learning, exploring underlying principles regularly at a depth that is age appropriate. Lessons also highlight key words, building a rich vocabulary to develop understanding and signpost pupils where to go for additional support, information and help.

Assessment for learning opportunities are built into each lesson and enhance the learning journey. Each lesson starts with a Do It Now quiz activity that measures children's existing knowledge and experience providing an opportunity for baseline assessment. Each lesson ends with a Review it Now opportunity to consolidate and reflect upon learning.

Homework is set via Microsoft Forms to assess pupils understanding, recall and allows analysis to address any misconceptions.

As part of the King Edward VI Balaam Wood Academy Personal Development curriculum pupils will:

- Be given opportunities to develop to be responsible, respectful and active citizens who can play their part and become actively involved in public life as adults
- Develop and deepen their understanding of the Equalities Act 2010, Protected Characteristics, fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Develop skills so that all pupils can thrive together, understand that difference is a positive, not a negative, and that individual characteristics make people unique
- Develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely,

learn eagerly, developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. This is supported through King Edward VI Balaam Wood Academy attitudes to learning where routines develop habits of learning. In addition, through leadership opportunities across school and the achievement of House points.

- Recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, sexual harassment, sexual violence, peer on peer abuse, radicalisation and extremism – and making them aware of how to keep themselves safe and the support available to them
- To recognise the dangers of inappropriate use of mobile technology and social media developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to be active during the school day and through extra-curricular activities
- To develop age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- To understand what they need to do to reach and succeed in the careers to which they aspire, supporting readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully
- Be given opportunities to work independently, collaboratively, creatively, reflectively developing debating and social and communication skills
- Be taught using a range of teaching strategies and to tailor to the needs of different groups of pupils
- Make cross-curricular and real-life links to topics when possible and appropriate
- A range of enrichment opportunities for personal development, cultural capital, raise aspirations and enable meaningful encounters with employers and further education providers
- Will develop pupils' literacy development through regular reading opportunities and highlighting of key words and new vocabulary as well as speaking and listening opportunities through debate.

Equal Opportunities

Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

Every child's needs will be considered when planning lessons and activities.

The curriculum offered supports equal opportunities, referring to the nine protected characteristics of the Equality Act 2010, and challenges notions of prejudice and discrimination in the range of human experience.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupils' age and physical and emotional maturity
- pupils who are EAL or recently moved to England

Ethnicity, religion and cultural diversity:

PSHE/Personal Development will value different backgrounds of all the pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Handling sensitive and controversial topics

PSHE/Personal Development education covers many complex or sensitive issues, and any area of the subject has potential to be sensitive for some pupils. That's why it's so important that at King Edward VI Balaam Wood Academy we create and maintain a safe learning environment for all lessons.

Children and young people will also — understandably — want to discuss high profile media coverage of abuse, harassment and other sensitive issues. So, it's vital that they do so in a climate of trust, cooperation and support.

A safe learning environment helps pupils share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion. It also helps support with unexpected disclosures or comments that can occur. We ensure that we;

- Establish a safe learning environment
- Implement ground rules
- Find pupils' starting points
- Use distancing techniques

For any pupil who wants to raise an issue or concern and does not want to do so in lesson we have the SHARP system in place. Pupils can access a portal on our website where they can log a concern, request support or anonymously report an issue.

Assessment and Reporting

We will assess pupil's learning through formative assessment throughout lessons. PSHE/Personal Development is not about 'passing or failing', or about behavioural outcomes, rather the engagement of pupils. Feedback is immediate, constructive and positive. Marking is less structured with consideration given to the volume of work completed orally. We will mark for literacy and any misunderstanding or misconceptions.

PSHE/Personal Development is not included in any reporting cycle. Any behavioural concerns are to follow the school's behaviour policy.

4. Roles and responsibilities

4.1 The governing board

The governing board Welfare Committee will approve the PSHE/Personal Development policy and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE/Personal Development is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE/Personal Development in a sensitive way
- Modelling positive attitudes to PSHE/Personal Development
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE/Personal Development and, when discussing issues related to PSHE/Personal Development, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE/Personal Development is monitored by Liz Davis Deputy Headteacher through:

- planning scrutinies
- learning walks
- book looks
- Faculty review meetings
- External Audits

This policy will be reviewed by Kieran Lynch, Assistant Headteacher every two years at every review, the policy will be approved by the governing board, Welfare Committee

6. Confidentiality:

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of:

- the Data Protection Act
- the Children's Act
- the Schools Standard and Framework Act 1998

- Child Protection

Teachers are clear that they cannot be totally confidential and that if pupil makes a disclosure that indicates that child abuse is taking place, or that they are at risk, the teacher is bound by law to refer that pupil to the designated person in the School, giving a value free report of the disclosure.

7. Parents' right to withdraw

Parents/carers have the right to request that their child be withdrawn from the [nonstatutory/nonscience] components of sex education within RSE up to and until 3 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher/ Deputy Headteacher (Curriculum).

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher and / or Deputy Headteacher (Curriculum) will discuss the request with parents and take appropriate action.

Before granting any such request the Headteacher and / or Deputy Headteacher (Curriculum) will discuss the request with parents/carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The Headteacher and / or Deputy Headteacher (Curriculum) will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupils. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupils hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

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

8. Links to other policies:

- Behaviour Policy
- Safeguarding Policy
- SEN Policy
- RSE Policy

APPENDIX 1: Personal Development (PSHE) Curriculum map

	Year 7		
	EGI	KLY	DRO
Session 1	How to develop self-worth and self-efficacy	How to manage the transition to a new school; including friendships, emotions	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep
Session 2	Protected characteristics, Equalities Act (2010), Stereotyping	Understanding your identity, rights and responsibility	How to manage influences relating to caffeine, smoking and alcohol
Session 3	How to identify the qualities and behaviours in different types of positive and healthy relationships	Living in a diverse society, British Values and belonging	How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
Session 4	Boundaries, personal space and privacy	Prejudice, stereotypes and discrimination-how to challenge - bystander, upstander	Learn about a broad range of careers and the abilities and qualities required for different careers
Session 5	Consent in all relationships	Child-on-child abuse focus on bullying, promoting the SHARPs System	How to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about equality of opportunity
Session 6	Managing conflict	Impact of bullying, imbalance of power	The link between values and career choices
Session 7	How to manage physical and emotional changes during puberty	How to respond to bullying including cyberbullying. Help for victims of stereotyping and bullying	How to make safe financial choices and how to manage risk-taking behaviour
Session 8	Menstrual health: understanding periods	Our behaviours, thoughts and feelings. How to manage our emotions	Ethical and unethical business practices and consumerism

Session 9	What happens to your brain during puberty	What is mental wellbeing how to support your mental health	Saving, spending and budgeting
Session 10	Personal hygiene	How does time online impact on our mental wellbeing	First Aid how to respond to an emergency situation - assessing a casualty
Session 11	First sexual feelings, expectations for romantic relationships	Dealing with grief	First Aid - the recovery position
Session 12	FGM and how to access help and support	How to identify personal strengths and areas for development	First Aid – CPR
Session 13	End of unit Milestone		

	Year 8		
	EGI	KLY	DRO
Session 1	LGBTQ + learning the difference between these identities and use the terms articulately and in the correct context. Linked to Protected Characteristics	Developing an understanding of online grooming, extremism and radicalisation	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep - recap lesson from Year 7
Session 2	Gender stereotypes	How to identify peer pressure and the impact it has, including "group-think" and persuasion	Medicinal and reactional drugs, how to use over the counter and prescription medications safely

Session 3	Marriage and cohabiting	Recognising the difference between prejudice thoughts and discrimination and protected characteristics	Over-consumption of energy drinks
Session 4	Parenting roles including single parents, same sex parents, blended families, adoption and fostering	Challenging discrimination of protected characteristics	The relationship between habit and dependence
Session 5	Healthy relationship and your values	Prejudice and discrimination against the LGBTQ+ community	How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes/vaping
Session 6	Consent and avoiding assumptions, indecent image sharing and the law	Challenging discrimination against race and religious beliefs and how to manage influence on beliefs and decisions.	How to manage influences in relation to substance use
Session 7	Influences on relationships - indecent images and the law	Mental health: What is daily wellbeing. Attitudes to mental health. Breaking down the stigma	How to recognise and promote positive social norms and attitudes
Session 8	Sexual harassment- child-on-child abuse	Developing a digital resilience to mental health	Local labour market
Session 9	Sexual violence	Healthy and unhealthy coping strategies linked to mental health, included in unhealthy self-harm, eating disorders	Employment, self-employment and voluntary work
Session 10	Why do we compare ourselves to others – unhealthy comparisons	How to manage our emotions	Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay - protected characteristics

Session 11	How to recognise different forms of grooming – Child Sexual Exploitation CSE x2 lessons	How to use social networking sites safely, understand age restrictions when accessing materials online - how to make responsible decisions	What are my options post 16
Session 12	How to recognise different forms of grooming – Child Sexual Exploitation CSE x2 lessons in person and online	How to develop self-worth, belonging and confidence, can your online presence social networking help or hinder this?	How to set aspirational goals for future careers and challenge expectations that limit choices
Session 13	End of unit Milestone		

	Year 9
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	EGI	KLY	DRO
Session 1	The continuous right to withdraw consent, capacity to consent, the myths and misconceptions relating to consent	How to distinguish between healthy and unhealthy relationships	Transferable skills, abilities and interests
Session 2	Recall from year 8 how to recognise grooming in different forms how to respond and seek support	How to identify online risks including grooming for criminal activity and radicalisation	How to demonstrate strengths, how to manage feelings relating to future employment

Session 3	Coercive control and forced marriage	Managing risks in relation to gangs and county lines	Different types of employment and career pathways
Session 4	Diversity in intimate relationships, equality, fairness and protected characteristics	What is "group think" and how does it affect behaviour. Link to the legal and physical risks of carry a knife	The local labour market
Session 5	Unwanted sexual attention, sexual assault and sexual violence	Introduction to drugs, the law and social impact	How to work towards aspirations and set meaningful, realistic goals for the future
Session 6	What is domestic abuse, what is the law, where to go for help and support	Positive social norms in relation to drugs and alcohol use, linking to drugs and alcohol dependency	GCSE and post-16 options
Session 7	Readiness for sex, when is the right time and the law around sex.	Mental health stigma	Young people's employment rights and responsibilities
Session 8	Good communication in intimate relationships, how to manage sexual pressure	Relationship between physical and mental health. Taking responsibility for physical health, balance of work, leisure, exercise and sleep	Skills for enterprise, employability and skills for decision making

Session 9	What is your sexual health, how to stay sexually healthy, signposts for support	How to make informed healthy eating choices, how to manage influences on body image from a male and female perspective	Habits and strategies to support progress, how to give and act upon constructive feedback
Session 10	Effective use of condoms alternative forms of contraception and negotiating safer sex	Support for issues on body image	How to manage their 'personal brand' online, how to identify and access support for concerns relating to life online
Session 11	The consequences of unprotected sex, including unwanted pregnancy	How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively	How to distinguish between content which is publicly and privately shared, how to secure personal information online
Session 12	The portrayal of relationships in the media and how pornography might affect expectations	Conflict resolution	Understanding fraud online
Session 13	End of unit Milestone		

	Year 10		
	EGI	KLY	DRO
Session 1	Readiness for parenthood	How to evaluate the influence of role models and become a positive role model for peers - link to gangs and crime - media	Strengths, skills and attributes
Session 2	Role of pleasure in relationships	Recreational drug use	Setting goals at work
Session 3	Online relationships	Cannabis/Ecstasy	Workplace skills
Session 4	Impact of alcohol, drugs and sex. Capacity to consent.	Cocaine/Heroin	Showcasing personal strengths- including online for potential employers
Session 5	Relationship Abuse	Impact of drugs and alcohol on mental health	The college application process CV personal statements
Session 6	Forced marriage	Violence and aggression impact on mental health	Managing online reputation
Session 7	So called 'honour based violence'	Anti-social behaviour	How will education and jobs affect my finances
Session 8	Pornography and the law	Breaking down mental health stigma	Credit and debt
Session 9	Damage on relationships from viewing explicit material	Addressing Extremism and Radicalisation - what does belonging mean - Equality Act Protected characteristics	Keeping your money secure - avoid fraud
Session 10	Exploitation of those involved in pornography	Understanding and preventing extremism	Understanding gambling

Session 11	Spiral of addiction	Violent extremism and the link to mental health	Resilience towards gambling
Session 12	What is self-examination/screening and smear tests	Discrimination prejudice and racism	Recognising problem gambling
Session 13	End of unit milestone		

	Year 11		
	EGI	KLY	DRO
Session 1	Pregnancy and birth	Problematic interactions online	Post 16 and career pathways - applying for college
Session 2	Unplanned pregnancy options including abortion	Obsessive behaviours online part 1	Applying for jobs and college, CV Personal Statements
Session 3	Alternative ways to have a baby adoption and fostering	Obsessive behaviours online part 2	How to revise x 2 lessons
Session 4	Fertility and infertility	Curating our timeline	How to revise
Session 5	Bereavement, loss miscarriage and still born	Catfishing	Apprenticeships
Session 6	Sexual consent and capacity to consent	Self-help for online behaviours	Employment rights - part time work whilst studying
Session 7	Sexual coercion	Reframing negative thinking	Every day stress triggers

Session 8	Harassment abuse and rape	Promoting emotional wellbeing	Healthy lifestyle into adulthood
Session 9	Managing relationship break ups	Coping with exam stress/anxiety	Physical and mental health
Session 10	Gender identity, gender expression and sexual orientation	Exam prep how to revise	Blood, organ and stem cell donation

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

<p>Respectful relationships, including friendships</p>	<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
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<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>
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<p>Online and media</p>	<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
<p>Being safe</p>	<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, so called '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)

PUPILS SHOULD KNOW

TOPIC

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- 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

APPENDIX 2: Parent form: withdrawal from sex education within RSE

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	