



**St Bede's**  
Catholic School  
& Sixth Form College



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

# **RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE) POLICY**

**Academic Year**

**2023- 2024**

---

<b>Review Frequency:</b>	<b>Annually</b>	<b>Review Authority:</b>	<b>Local Governing Committee</b>
<b>Review and Approval Date:</b>	<b>March 2024</b>		
<b>Next Review Date:</b>	<b>March 2025</b>		

## Table of Contents

<b>Implementation and Review of Policy</b>	<b>3</b>
<b>Defining RSHE</b>	<b>3</b>
<b>Curriculum Intent</b>	<b>3-4</b>
<b>Aims</b>	<b>4</b>
<b>Teaching of the curriculum</b>	
<b>Inclusion &amp; Adaptive Teaching</b>	<b>5</b>
<b>Equalities Obligation</b>	<b>5</b>
<b>Broad content</b>	<b>5</b>
<b>Year 7</b>	<b>6-7</b>
<b>Year 8</b>	<b>8-9</b>
<b>Year 9</b>	<b>10-11</b>
<b>Year 10</b>	<b>12-13</b>
<b>Year 11</b>	<b>14-15</b>
<b>KS5</b>	<b>15</b>
<b>Parents &amp; Carers</b>	<b>16</b>
<b>Balanced Curriculum</b>	<b>17</b>
<b>PSHE/RSHE Co-Ordinator</b>	<b>17</b>
<b>Confidentiality and Advice</b>	<b>17</b>
<b>Statutory Guidance</b>	<b>18-20</b>

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships and sex education in the school.

### **Implementation and Review of Policy**

This policy will be reviewed every year by the Head teacher, RSHE Co-Ordinator, the Governing Body, staff, and parents. The next review date is November 2024.

### **Defining RSHE**

The Department for Education (DfE) guidance states, “Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

In Secondary schools RSHE, the Catholic Education Service believe that “schools should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).” RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

### **Curriculum Intent**

RSHE in St Bede’s Catholic School and Sixth Form College has three main elements:

#### **To develop the following attitudes and virtues:**

- ❖ reverence for the gift of human sexuality and fertility;
- ❖ respect for the dignity of every human being
- ❖ joy in the goodness of the created world and their own bodily natures;
- ❖ responsibility for their own actions and a recognition of the impact of these on others;
- ❖ recognising and valuing their own sexual identity and that of others;
- ❖ celebrating the gift of life-long, self-giving love;
- ❖ recognising the importance of marriage and family life;
- ❖ fidelity in relationships.

#### **To develop the following personal and social skills:**

- ❖ making sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments;
- ❖ loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- ❖ managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- ❖ managing conflict positively, recognising the value of difference;
- ❖ cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- ❖ developing self-esteem and confidence, demonstrating self-respect and empathy;
- ❖ building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups, and so developing the ability to assess pressures and respond appropriately;
- ❖ being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- ❖ assessing risks and managing behaviours to minimise the risk to health and integrity.

### **To know and understand:**

- ❖ the Church's teaching on relationships and the nature and meaning of sexual love;
- ❖ the Church's teaching on marriage and the importance of marriage and family life;
- ❖ the centrality and importance of virtue in guiding human living and loving;
- ❖ the physical and psychological changes that accompany puberty;
- ❖ the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- ❖ how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- ❖ how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **Aims**

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare students for an adult life in which they can:

- ❖ develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- ❖ have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- ❖ understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- ❖ avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- ❖ communicate effectively by developing appropriate terminology for relationship and sex issues.
- ❖ develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- ❖ understand the arguments for delaying sexual activity.
- ❖ understand the reasons for having protected sex.
- ❖ have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- ❖ be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- ❖ know how the law applies to sexual relationships.
- ❖ know and understand the dangers and the law regarding sexting.
- ❖ to have a full appreciation and understanding of the risks associated with sexual exploitation and sexual harassment.
- ❖ To fully understand the term consent.

## Teaching of the curriculum

St Bede's Catholic School and Sixth Form College specifically delivers Relationship and Sex Education through its PSHE Programme, RE and Science lessons. Much of the Relationship and Sex Education at St Bede's takes place within PSHE lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. However, all staff will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although some of the physical aspects are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The RE department supports the emotional aspect of RSHE and focuses on the Catholic teaching and beliefs concerning Relationship Sex and Health Education.

Aspects of the RSHE are taught to each year group and are planned and delivered in a manner that will consider the age appropriateness of the content.

## Inclusion & Adaptive Teaching

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith, or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## Equalities Obligation

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity/paternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

## Broad content

Ten Ten's new programme, **Life to the Full**, will teach Relationship and Sex Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. The programme will deliver teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSHE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information about Ten Ten can be found at their website:

<https://www.tentenresources.co.uk/>

Year 7 Substantive Knowledge

By the end of the RSHE unit in Year 7 pupils should be able to demonstrate knowledge of:

**1. Religious understanding of the body:**

- The belief that humans are created in the image of God (imago dei)
- The belief that humans are one person, made of body and soul
- All people have value and dignity (should be treated with respect)
- How to recognise respect for themselves and others

**2. Changes in puberty:**

- The physical and emotional changes people go through during puberty
- How to look after their changing bodies (how to stay healthy)
- How to take responsibility for personal hygiene
- Understand that people will have different body shapes, sizes, and attributes

**3. What contributes to self-esteem:**

- How self-esteem can affect a person's confidence
- How body image can lead to high or low self esteem
- Different techniques that can help to increase a person's self esteem

**4. Where we come from:**

- Sexual intercourse within a scientific, moral, and religious context
- How humans reproduce
- The terms fertility and menstrual cycle

**5. Family and Friends:**

- The features of positive and stable relationships between family and friends
- The different family structures within society
- How to deal with conflict, where to seek support and the qualities of true friendship

**6. My life on screen (this lesson is taught in addition to a wider online safety curriculum):**

- What a positive digital life looks like
- How images and attitudes online can affect self esteem
- How to stay safe online and minimise risky behaviour

**7. Living Responsibly:**

- How to show respect to others and themselves
- How to play a responsible part in the community
- What is meant by social responsibility?

### Year 7 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 7 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Body</b>	The physical and material structure of a person
<b>Soul</b>	The spiritual or immaterial part of a person
<b>Imago dei</b>	The belief that humans were created in the image of God
<b>Puberty</b>	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood
<b>Personal hygiene</b>	How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean
<b>Self esteem</b>	Having confidence in your own ability and showing yourself respect
<b>Sexual Reproduction</b>	Where the genetic material from two individuals mixes to create offspring (a child/children)
<b>Social Responsibility</b>	Where the actions of an individual or group benefit the whole of society



**Year 8 Substantive Knowledge**

By the end of the RSHE unit in Year 8 pupils should be able to demonstrate knowledge of:

**1. Created and Chosen:**

- The belief that humans were created and chosen by God
- The science of being unique
- Issues associated with fitting in and standing out (e.g., fitting in with a group that may not share your principles or views / standing out due to something that makes you unique/different)

**2. Appreciating differences:**

- The differences between male and females
- Issues surrounding gender stereotypes, identity, and dysphoria
- The importance of equality and celebrating our uniqueness
- Different perspectives regarding gender and transgender identity
- How bullying and marginalising people is always wrong

**3. Feelings:**

- What is meant by sexual attraction?
- The importance of self-control, mutual respect, and kindness
- The Catholic belief about the importance and value of sex and sexual attraction

**4. Before I was born:**

- The miracle of life from conception to birth
- The ending of pregnancy prematurely through miscarriage or deliberately through abortion
- The different beliefs people hold about when life begins

**5. Tough relationships:**

- The terms prejudice and discrimination (historical and current)
- The term privilege and the protected characteristics
- How to resist judgement of others
- British values of tolerance and mutual respect

**6. Think before you share:**

- The social, personal, and legal consequences of sharing images of a sexual nature
- Their own digital footprint and the impact this may have in the future
- Issues surrounding pornography and online exploitation

**7. Wider World:**

- The issues of prejudice, discrimination, and homophobic bullying
- The value and dignity of humans irrespective of culture, race, religion, sexual orientation, choices, and attitudes



### Year 8 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 8 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Stereotype</b>	An unfair and untrue belief that someone has about another person's characteristic
<b>Equality</b>	Having an equal opportunity to make the most of your life and talents
<b>Gender</b>	The characteristics of women, men, girls, and boys that are socially constructed
<b>Transgender</b>	A person whose gender identity does not link with the sex registered for them at birth
<b>Conception</b>	The action of conceiving a child (For Catholics, this is the moment that life begins)
<b>Discrimination</b>	The unjust and unlawful treatment of someone due to their protected characteristics
<b>Protected Characteristics</b>	The characteristics that people have which are protected under British law e.g., age, disability, sexual orientation
<b>Digital Footprint</b>	The information about a person that exists on the internet as a result of their activity

Year 9 Substantive Knowledge

By the end of the RSHE unit in Year 9 pupils should be able to demonstrate knowledge of:

**1. The Search for Love:**

- The different ways in which people love
- Romantic love, sexual attraction, and intimacy
- Different views about the purpose of sex
- The Catholic approach to pre-marital sex

**2. Love people, use things:**

- Views about sexual desire, casual sex, pornography, and masturbation
- That we should love people and use things (not vice versa)

**3. In control of my choices:**

- The difference between love and lust
- The importance and benefits of delaying sexual activity
- How values, attitudes and beliefs influence choices

**4. Fertility and Contraception:**

- Methods of contraception for the purpose of managing or achieving conception
- The difference between artificial and natural methods of contraception
- The Catholic Church's teaching on contraception

**5. Marriage:**

- Know the different types of committed relationships (civil marriage, civil partnership, forced marriage, monogamy etc.)
- Know the Catholic teaching on marriage as a sacrament

**6. One Hundred Percent:**

- What is meant by consent?
- What is meant by non-physical, online, and physical consent
- The issues surrounding sexting and consent

**7. Knowing my rights and responsibilities:**

- That sexual exploitation and harassment is always wrong
- How human rights are there for our protection
- The typical human rights issues (e.g., prisoners voting)
- How to act against injustice in our school and in the community

### Year 9 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 9 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Romance</b>	A feeling of mystery and excitement associated with love
<b>Intimacy</b>	The feeling of wanting to be close to another person
<b>Pornography</b>	Printed or visual sexually explicit material
<b>Masturbation</b>	Stimulation of the genitals for sexual pleasure
<b>Contraception</b>	A natural or artificial method of preventing pregnancy from occurring
<b>Marriage</b>	A legal union between two people
<b>Forced Marriage</b>	A union where one or both partners do not consent to the marriage, and they may feel pressured into it
<b>Consent</b>	Permission for something to happen or an agreement to do something

Year 10 Substantive Knowledge

By the end of the RSHE unit in Year 10 pupils should be able to demonstrate knowledge of:

**1. Authentic Freedom:**

- The issues surrounding peer pressure, love, sex and responsibility
- The objective reality of sex and pregnancy
- The importance of personal and authentic freedom (sex as a loving gift of self)

**2. Self-Image:**

- The themes of body image, body shame and both the positive and negative ways of feeling attractive and confident
- The importance of human dignity (ensuring we have value and respect for ourselves and our bodies)
- Ways in which we can develop confidence in our bodies

**3. Beliefs, Values and Attitudes:**

- The importance of knowing our own beliefs, values and attitudes
- How to make decisions that do not go against our beliefs, values and attitudes
- How to interrogate their own core values and consider how faith can offer courage

**4. Parenthood:**

- What it means to be a parent
- Key concepts such as love, dedication, obligation, commitment, sacrifice and responsibility
- The Catholic belief about marriage as the ideal foundation of parenthood and family life

**5. Pregnancy and Abortion:**

- Their own opinions and values toward abortion
- The stages of life in the womb and the teaching of the Catholic Church on abortion
- The different types of pregnancy, including unplanned and involving disability

**6. Abuse:**

- The different types of abuse, including physical, emotional, domestic and neglect
- Issues associated with entrapment, manipulation, sexual grooming, cyber-bullying and pornography
- How to be vigilant to abuse in our own and others relationships / encouraging people to speak out against abuse

**7. Solidarity:**

- How small acts of charity can make a difference on a wider scale
- Catholic Social Teaching of 'integral ecology'

### Year 10 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 10 pupils should be able to demonstrate knowledge of the following keyconcepts:

<b>Concept</b>	<b>Definition</b>
<b>Peer Pressure</b>	Being influenced by people in your class, year, sports team, friendship groups
<b>Authentic Freedom</b>	Knowing who you are and living your life based on your values and beliefs
<b>Body Image</b>	A person's attitude, belief and perception of their own body
<b>Values</b>	Your principles or standards of behaviour e.g., being honest
<b>Parenthood</b>	The responsibilities involved in being a parent
<b>Dedication</b>	Showing commitment to a person or a task e.g., a parent toward a child
<b>Abortion</b>	The deliberate removal of the foetus from the womb before it can survive
<b>Abuse</b>	Cruel treatment of a person (this can be both physical and emotional)

Year 11 Substantive Knowledge

By the end of the RSHE unit in Year 11 pupils should be able to demonstrate knowledge of:

**1. Self-Worth:**

- How to respect themselves and others
- The importance of self-respect and human dignity

**2. Addiction:**

- The dangers and risks of drug addiction
- The pull of short-term highs and the importance of maturity
- Their own patterns or tendencies to addiction

**3. Eating disorders:**

- How poor emotional health can be a contributing factor to eating disorders
- How to improve their own well-being
- Their own complexities and needs

**4. Birth control:**

- The Catholic attitude linked to the importance of the gift of fertility
- The different types of contraception (artificial and natural)
- The choices people can make regarding contraception

**5. Pornography:**

- How adult content can influence people's behaviour and how people think about themselves
- The struggles that young people have with pornography due to its availability and presentation of sex
- The power of sexual desire and how this should be channeled responsibly

**6. Sexually Transmitted Infections (STI):**

- How risky behaviours can have consequences such as STIs
- The reality of STI and the actions/behaviours that can lead to them
- How promiscuity, drug addiction and drug misuse can increase the risk of STI

**7. Coercive Control:**

- What is meant by coercive control?
- How this type of abusive relationship can develop
- Issues such as rape, victim blaming, sexism and misogyny



### Year 11 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSHE unit in Year 11 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Self-Worth</b>	Having confidence in yourself, your own ability and showing yourself respect
<b>Addiction</b>	Being dependent on a particular substance or activity e.g., pornography, alcohol or drugs
<b>Eating disorders</b>	A condition where a person has irregular or abnormal eating habits
<b>Artificial contraception</b>	A human made method of preventing pregnancy from occurring e.g., condoms and the contraceptive pill
<b>Natural contraception</b>	A natural method of preventing pregnancy from occurring
<b>Sexual Desire</b>	The motivation to engage in sexual activity
<b>STI</b>	A disease caused by infection passed through unprotected sexual contact
<b>Coercive Control</b>	A pattern of controlling, threatening and humiliating behaviour from one person to another

### KS5

<b>Year 12 RSE Focus</b>	<b>Year 13 RSE Focus</b>
Coming out as LGBTQ+	Contraception
Personal safety in relationships	STI's
Rape and Sexual assault	Understanding sexuality
Misogyny, causes and consequences	Managing changes in relationships
Pregnancy and young parenthood	Respectful and assertive communication
Managing strong emotions in relationships	

## Parents & Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and access to resources to help parents/carers to find out more.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. It is good practice for the school to discuss the request with the parent/carer and, as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have. The head teacher/RSHE lead will document the process and outcome. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

The [RSHE Curriculum Overview](#) can be found on our website or via the link provided. We encourage parents/carers to review the topics and discuss these with their child in advance. If you wish to withdraw your child, please contact the school via email and the RSHE lead will respond.

Parents are welcome to review any RSHE resources the school uses. If parents were to decide to withdraw their child from any part of the curriculum, alternative arrangements would be put in place in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSHE resources the school uses.

<https://www.tentenresources.co.uk/parent-portal/>

Username: **st-bedes-dh7**

Password: **hope-joy**

### **Relationship's education, relationships and sex education (RSE) and health education: FAQs**

*Q: Do I have a right to withdraw my child from Relationships and Sex Education?*

*A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.*

*There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.<sup>1</sup>*

## **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **PSHE/RSHE Co-Ordinator**

The co-ordinator with the senior link and head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **Confidentiality and Advice**

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so. In a case where a teacher learns from a student under the age of 16 years old that they are having or contemplating sexual activity:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice from appropriate agencies. Teachers will always help pupils facing personal difficulties.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- Any young person deemed as vulnerable or at risk will have the details of the case passed to the safeguard team who will follow safeguard protocols.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy

## Statutory Guidance

By the end of Secondary School pupils should know:	
Families	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
	<ul style="list-style-type: none"> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>
	<ul style="list-style-type: none"> <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 relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>
	<ul style="list-style-type: none"> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
	<ul style="list-style-type: none"> <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>

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 and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> </ul>



	<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
	<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>
	<ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>
	<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>