



# Relationships and Sex Education Policy

West Moors Middle School

**Approved by:**

Teaching and  
Learning Committee

**Date:** June 2023

**Next review due by:**

June 2026

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UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

UNCRC Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

UNCRC Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

UNCRC Article 36: Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

## 2. Statutory requirements

As a maintained middle school we must provide relationships education to all children as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education in Key Stage 2 but we do need to teach the elements of sex education contained in the science curriculum.

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

At West Moors Middle School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/ carer/ stakeholder consultation – parents/ carers and any interested parties were invited to attend a meeting about the policy
4. Child consultation – we investigated what exactly children want from their RSE
5. Ratification of final version of policy at the school's Teaching and Learning Committee

## 4. Definition

At WMMS, we define Relationships and Sex Education as learning the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should equip the children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well-being. It involves a combination of sharing information, and exploring issues and values and with technological advancements, as educators we need to help to protect children and young people from inappropriate online content, cyber-bullying and exploitation. RSE is not about the promotion of sexual activity.

We believe it is important to address this area of the curriculum because in the 21<sup>st</sup> century it ensures that children are receiving a reliable source of information and an opportunity to explore the messages they are receiving in a safe learning environment.

The **UN Convention on the Rights of the Child** states that children have the following rights, which support the provision of sex and relationships education. Children have the right to:-

- Access information which will allow them to make decisions about their health (**Article 17**)

- Be heard, express opinions and be involved in decision-making (**Article 12**)
- Education to help them learn, develop and reach their full potential and prepare them to be understanding and tolerant of others (**Article 29**)
- Not be discriminated against (**Article 2**)
- Government protection from sexual abuse and exploitation (**Article 34**)

Teachers of PSHCE will primarily be responsible for the teaching of Relationships and Sex Education; although the science department and use of outside speakers, like the school nurse, will compliment it. The teachers are responsible for ensuring the safety and welfare of the children. They are in a particular position of trust (in loco parentis). Personal beliefs and attitudes of staff should not influence the teaching of RSE; all those contributing to the programme are expected to work within the framework provided. If a member of staff feels unable to deliver any part of the RSE scheme of work, he/she is responsible for informing the PSHCE co-ordinator so alternative arrangements can be made. All children have the right to be kept equally informed.

The PSHCE co-ordinator will provide guidelines for teaching relationships and sex education which the staff will follow, making appropriate adaptations where necessary. The PSHCE co-ordinator will be available to help and support staff where deemed necessary.

## 5. Curriculum

We use Jigsaw in Key Stage 2 and Key Stage 3, the mindful approach to PSHE which covers all the statutory requirements within a whole-school PSHE Programme. It spirals children's learning across the year groups in an age-appropriate way, in a whole school approach. The Jigsaw programme maps where each statutory outcome is covered and provides explanatory leaflets for parents/ carers as well as training resources for staff. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have considered the curriculum in consultation with parents/ carers, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory for primary aged children in KS2 however, the Jigsaw programme covers every aspect of the recommended teaching at Key Stage 2. In addition, there are times when additional lessons will be delivered outside this scheme to address any current issues as they arise such as for example staying safe online and bullying.

Primary sex education will focus on:

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

### Jigsaw: Year 5

#### Relationships unit summary:

Children will look at people who are important to them and why, embarrassment and how to use problem solving to sort out an embarrassing situation, how to build the self-esteem of others, recognising and challenging stereotypes. To address the modern issue of technology the children will also be taught how to stay safe online.

#### Changing Me unit summary:

Children will explore how people behave and feel when things change, this includes loss. Children will be taught that change can bring positive outcomes. An introduction to changes in puberty, including the names of the reproductive organs will be covered. In conjunction with the science curriculum, children look at the human lifecycle from birth to old age and discuss the changes, children will be taught how human life begins, develops in the womb and then how a baby is born.

### Jigsaw: Year 6

#### Relationships unit summary:

Children will discuss how people feel when someone dies or leaves. They will discuss how to help others, how to break friends without hurting someone and how to forgive others.

#### Changing Me unit summary:

Children will discuss how they feel about the changes they are going to experience moving from key stage 2 to key stage 3, understand how thoughts, feelings and behaviour are interlinked, look at changes that occur at puberty in more detail, this will include a talk by the school nurse to boys and girls separately.

#### **Jigsaw: Year 7**

During this year the children will be taught the KS3 science curriculum in relation to sex and the human lifecycle, including menstruation and the development of the foetus.

#### Being Me, Risks, Relationships and Conflict unit summary:

Children discuss the qualities of a good friendship and discuss the different relationships everyone has. The focus is on practising good team working skills. The children will be asked to discuss what romantic feelings are and how they affect people, leading on to the qualities each would want in a partner. This will also include teaching the children about gender identity and sexual orientation.

Relationships with other members of the family will be considered, along with how these changes affect the child as he/she matures. Divorce and separation are also discussed along with the impact it has on families and individuals. Ways in which to deal with these issues is also covered.

#### **Jigsaw: Year 8**

##### Relationships unit summary:

It begins with how gender differences can affect the expectations individuals have with a relationship. Children are then asked to consider how a romantic friendship affects the other relationships around them and then to consider how to solve causes of conflict with family and friends. The skills of compromise and negotiation are taught. Changes related to puberty and adolescence are revisited; however the emphasis is on how adolescence can affect children emotionally and socially as well as physically. How to deal with unwanted pressures in relationships to minimise risks and how you can have a relationship without sex is also considered. Children will be taught about the law in relation to consent. Media portrayal of relationships and internet safety, especially sending/receiving sexual images is also covered.

#### **Statutory Requirements:**

As a maintained state school, we are required to teach the Science National Curriculum, which includes some elements of sex education. Parents/ carers are unable to withdraw their child from this.

At Key Stage 2 and Key Stage 3 we are required to teach the following National Curriculum for Science which includes:

#### **Key Stage 2: Year 5 Science Curriculum**

##### **Living things and their habitats**

Children should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Children should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (Non-statutory)

##### **Animals, including humans**

Children should be taught to:

- describe the changes as humans develop to old age

- Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. (Non-statutory)

### **Key Stage 2: Year 6 Science Curriculum**

No specific reference is made to reproduction, so the only RSE will be through the PSHCE Jigsaw scheme of work.

### **Key Stage 3 Biology Reproduction in the Science Curriculum**

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

At **Key Stage 3 Citizenship Education is statutory** but is embedded within the school's PSHCE scheme of work, so provides a vital component of RSE teaching.

The curriculum at key stage 3 should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework which will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the consequences of their actions and behave responsibly within relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted sex
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships

### **ICT and RSE**

Children will be taught across all year groups the importance of internet safety and the potential dangers that the internet and mobile phones can pose in this context. This will be delivered by the ICT department in conjunction with the PSHCE department. The school will also use outside agencies like the PCSO to deliver clear, up to date messages about internet and mobile phone safety to KS3. For more detail on the teaching of internet safety and the safety procedures put in place by the school, e.g. filtering, see the ICT Acceptable Use policy.

**For more information about our curriculum, see our curriculum map in Appendices 1 and 2.**

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful, caring relationships, including friendships
- Online relationships and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

### **Assessment**

Teachers will assess children learning through talk and observation, as well as by considering written responses. The key objectives will be assessed in line with national Curriculum guidelines for science. Each child will evaluate how far he/she met the learning guidelines. Staff should also ask children if there are other areas in this topic which the children would like to have discussed so that the scheme of work can be adapted if necessary.

### **Inclusion and Differentiation**

The teachers will respect each child's unique starting points by making sure the scheme of work is differentiated. The teachers must make sure that the SENCO and teaching assistants are informed in advance of the topics so that work can be adapted to suit the needs of all groups of children. Teachers will take into account the differing genders, disabilities, cultures, ethnicity, religion, belief and life experiences of the children they are educating.

### **Involving Parents and Carers**

The school will inform the parents/ carers in advance of any RSE work being taught, offering them the opportunity to come in and preview any videos and resources which will be used. The RSE policy will be available to read and staff will always be available to answer any concerns a parent/ carer may have. If parents/ carers may request a detailed copy of the scheme of work, this will be provided free of charge.

### **Supporting 'At Risk' Children**

During the teaching of RSE children may give cause for concern and the member of staff is responsible for informing the tutor, or if necessary directly seeking help from the safeguarding officer. The software MyConcern; should be used for this process. The safeguarding officer should also inform a member of staff if there are issues that the teacher should be aware of BEFORE this Jigsaw puzzle of work is commenced. If appropriate, in class support will be provided for a child during the teaching of RSE. Staff will be required to liaise with the SENCO for support to arrange this.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Teaching and Learning Committee with governor representation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Staff responsible for teaching RSE in our school include Sarah Burns, Cath Cope, Charlotte Watkins, Adrian Der and Angel Tai.

### **7.4 Children**

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

## **8. Parents'/ Carers' right to withdraw**

Parents/ carers of children in Key Stage 2 and Key Stage 3, are unable to withdraw their child from the Science National Curriculum. In:

### **Key Stage 2:**

Parents/ carers of children in KS2 do not have the right to withdraw their children from relationships education. However, parents/ carers have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to children who are withdrawn from sex education.

### **Key Stage 3:**

Parents/ Carers have the right to withdraw their children from the non-statutory 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 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the child's educational record on SIMS. The Headteacher will discuss the request with parents/ carers and meet with them in person to discuss the benefits of sex education and the detrimental effects on children of withdrawal. In addition, the Headteacher will go through the learning objectives and share resources used to offer reassurance and provide an opportunity for them to ask any questions. If however, despite every effort, parents/ carers remain adamant that they do not wish their children to engage in RSE, they will be offered a RSE resources pack for them to use at home to teach and support their child's education on this subject matter.

Furthermore, parents/carers will be made aware that RSE could arise naturally from class discussion or from discussions in the playground. Children whose parents/carers exact their right to withdraw them from RSE will be reassured that their child will be temporarily transferred to an alternative class and given different work to complete during their tutor group's PSHCE lesson.

## **9. Training**

Staff are trained on the delivery of RSE in advance of the Jigsaw Puzzles and it is included in our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHCE Lead, Sarah Burns through learning walks, child conferencing and recorded work completed in the children's Jigsaw journals. Children's development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the school's PSHCE Lead and Headteacher on an annual basis. At every review, the policy will be approved by the Teaching and Learning Committee with feedback from the link governor for Safeguarding and the Headteacher.

## Appendix 1: Curriculum Map



### Changing Me Puzzle Map - Ages 9-10

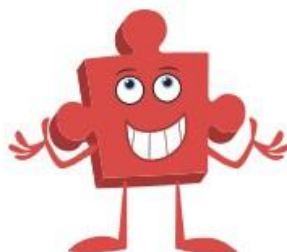
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Self and Body Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty for Girls</b>	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
<b>3. Puberty for boys</b>	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
<b>4. Conception</b>	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
<b>5. Looking Ahead 1</b> <b>Puzzle Outcome: Change Cards</b>	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
<b>6. Looking Ahead 2</b>	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.





## Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1.My Self Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2.Puberty</b>	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
<b>3.Babies: Conception to Birth Assessment Opportunity</b>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
<b>4.Boyfriends and Girlfriends</b>	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
<b>5.Real self and ideal self</b>	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
<b>6.The Year Ahead</b>	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.



## Changing Me Puzzle Map - Ages 11-12

**Big Question: How do I feel about becoming an adult?**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
<b>1. My changing body</b>	<p>I can understand the changes that happen during puberty</p> <p>I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse</p> <p>I know where to access help if I am worried or concerned about puberty or abuse</p>	<p>I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Truth or Myth Game Sheet</p> <p>Puberty flashcards (optional)</p> <p>Jigsaw Journals</p>
<b>2. Having a baby</b>	<p>I know how a baby is conceived naturally</p> <p>I know that there are other ways a baby can be conceived e.g. IVF</p> <p>I understand how a baby develops inside the uterus and is born</p>	<p>I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby</p> <p>I can appreciate that a baby comes with responsibilities</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Having a Baby Diamond 9 cards</p> <p>Truth about Conception and Pregnancy Cards</p> <p>Jigsaw Journals</p>
<b>3. Types of relationships and their Impact</b>	<p>I know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>I can make links between positive, healthy family relationships and effective parenting</p> <p>I can identify some of the roles and responsibilities of being a parent</p>	<p>I can understand that stable intimate relationships can be linked to happiness</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Relationships Matching Game Cards</p> <p>Post Its</p> <p>Jigsaw Journals</p>



## Big Question: Do I stay the same when things around me change?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. Image and self-esteem	<p>I know that the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>I know where to go for help if I am worried about my body image or self-esteem</p>	<p>I understand how self-image is linked to self-esteem</p> <p>I can apply strategies to build my self-esteem</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
5. My changing feelings	<p>I know some of the changes in my brain during puberty</p> <p>I understand some of the emotional changes during puberty</p> <p>I know where to access support if I am worried about adolescence</p>	<p>I know some ways to support myself and others during times of change</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Situation cards</p> <p>Mood and mindset template (optional)</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes</p>	<p>I can stay positive and boost my own self-esteem</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>





## Changing Me Puzzle Map - Ages 12-13

**Big Question: What factors can make an intimate relationship happy and healthy?**

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Different types of relationship	<p>I know different types of close, intimate relationships that people can have</p> <p>I know what happens physically when individuals experience physical attraction</p> <p>I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children</p>	<p>I know that intimate relationships do not have to involve sex</p> <p>I know some of the things that might happen emotionally when individuals experience physical attraction</p> <p>I know some of the positive behaviours people exhibit in healthy intimate relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Slide 3 as a hand-out</p> <p>Slide 4 as a hand-out</p>
2. What's In a relationship?	<p>I understand the positive aspects of having a girlfriend or boyfriend</p> <p>I can describe some of the behaviours you would expect to find in a healthy romantic relationship</p>	<p>I can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>I can compare and contrast the key features of healthy and unhealthy romantic relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Blank A4 gender non-specific gingerbread person</p>
3. Looks and smiles	<p>I can understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality</p>	<p>I recognise that attraction towards others takes many forms and can change over time to help manage them</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p><a href="http://www.youtube.com/watch?v=p578HIQyUaY">www.youtube.com/watch?v=p578HIQyUaY</a></p> <p><a href="http://www.youtube.com/watch?v=DJfj-5fwikc">www.youtube.com/watch?v=DJfj-5fwikc</a></p> <p><a href="http://www.youtube.com/watch?v=NS4fpagwyPA">www.youtube.com/watch?v=NS4fpagwyPA</a></p> <p>Script (optional)</p>



Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. Does watching pornography help people to understand relationships?	<p>I know that pornographic images do not reflect reality</p> <p>I know how pornography can impact on expectations and self-image</p>	<p>I recognise the role of pornography in society</p> <p>I understand the negative influence pornography can have on relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Worksheets:</p> <ol style="list-style-type: none"> <li>1) Isn't it curious that ...</li> <li>2) In American-made pornography ...</li> <li>3) Actors/Actresses and 'Performers'</li> </ol>
5. Alcohol and Risk	<p>I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex</p> <p>I know what the law says in relation to sex and alcohol</p> <p>I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p>	<p>I can describe the behaviour changes that can occur when people drink alcohol</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Mix and match activity (below)</p> <p><a href="http://www.youtube.com/watch?v=7x6HUNTnXUw">www.youtube.com/watch?v=7x6HUNTnXUw</a></p> <p>Or <a href="http://www.youtube.com/watch?v=g2gVzVIBc_g">www.youtube.com/watch?v=g2gVzVIBc_g</a></p> <p>Or <a href="http://www.youtube.com/watch?v=EY37BFmVxwQ">www.youtube.com/watch?v=EY37BFmVxwQ</a></p>
6. Assessment	<p>I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p> <p>I can explain some risks associated with pornography or alcohol use in relation to relationships</p>	<p>I can express my own opinions on relationship issues</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>





## Appendix 2: By the end of KS2 children should know

TOPIC	CHILDREN 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>

TOPIC	CHILDREN SHOULD KNOW
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>
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>

## By the end of secondary school children should know

TOPIC	CHILDREN 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	CHILDREN 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>

TOPIC	CHILDREN SHOULD KNOW
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 RSE



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

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