



**Moorlands**  
Learning Trust

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## **Relationships and Sex Education Policy Secondary Schools**

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	Position/Committee	Date
Prepared by	IGS Assistant Headteacher: Teaching and Learning	July 2022
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## 1. BACKGROUND

High quality relationship and sex education (RSE) is essential if young people are to make responsible and well-informed decisions about their lives. It helps create a safe school community in which students can grow, learn, and develop lifelong positive, healthy behaviour. It is an integral part of their education, supporting their physical, emotional and moral development, helping them to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the Personal Development and PSHE (personal, social, health education) programme within Moorlands Learning Trust schools, where health education is also included.

It is also important to recognise the following:

Young people want to be prepared for the physical and emotional changes they undergo at puberty, and they want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

The Department for Education review of PSHE education states "The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

RSE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships. Chief Inspector Amanda Spielman states "In the new inspection model, we are particularly interested in how schools contribute to the personal development of children.

Schools maintain a statutory obligation under the Student Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare students and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all students and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Students need high quality sex and relationships education so they can make wise and informed choices'.

Section 149 of the Equality Act 2010 sets out that any public authority must in the exercise of its functions have due regard to the need to: a) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act. b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Relationships Educations, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of The Children and Social Work Act 2017, placed a duty on the Secretary of State for Education to make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

In creating a policy which supports effective delivery of Relationship and Sex Education, reference has been made to the following documents:

The statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, Ofsted Report “Not Yet Good Enough: PSHE education in Schools” published in May 2013 (Reference Ofsted 130065); this highlighted Ofsted concerns as to the emphasis on biological aspects in RSE teaching in secondary schools.

[Review of Sexual Abuse in Schools and Colleges.](#)

Other sources such as CPOMs records and parental concerns have also been considered.

## **2. DEFINITION AND AIMS**

### **What is Relationship and Sex Education?**

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”  
(Secretary of State: DFE RSE Guidance 2020)

Relationship and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their sex, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity or sexual orientation. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

### **Aims:**

The aim of RSE in Moorlands Learning Trust is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health, including the importance of consent and the right to say no. Our RSE programmes aims to prepare students for an adult life in which they:

- 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 their relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, hate crime, child to child abuse, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the issue of consent and their right to say no, in an age-appropriate manner
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- understand the reasons for having protected (safe) sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV
- are 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

Staff teaching RSE will remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals

**The aim of RSE is NOT to:**

- encourage students to become sexually active at a young age
- promote a particular sexual orientation
- sexualise students

In addition, Moorlands Learning Trust's RSE programmes will:

- be an entitlement for all students
- be set within the wider school context and support family commitment, love, respect, affection, knowledge and openness. The RSE programme recognises that family is a broad concept and that there are strong and mutually supportive relationships outside marriage.
- encourage students and teachers to respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without

- promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their student about relationships, sex and growing up
- work in partnership with parents/carers and students
- recognise that the wider community has much to offer and partnerships with other health professionals are actively encouraged
- promote the safeguarding of students (Student Act 2004), supporting their emotional wellbeing, and improving their ability to achieve in school
- promote a better understanding of diversity and inclusion, a reduction in sex and gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- help students to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reduce early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 The CEO / governing board**

The CEO / governing body will approve the RSE policy and hold the headteacher to account for its implementation.

#### **3.2 The headteacher**

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

#### **3.3 Staff**

Staff are responsible for:

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

#### **3.4 Students**

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

### **4. HOW IS RSE IS DELIVERED?**

Relationships and Sex Education is part of a planned, cohesive and sequenced PSHE programme

taught as part of the extended citizenship, RSE/PSHE and RE programme as well as 'drop down days' whereby students have extended time to explore key ideas outlined in the curriculum overviews. We will also work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

## **5. HOW IS RSE MONITORED AND EVALUATED?**

This will be monitored in line with the school's QA policies, as well as informal drop-ins by members of the senior leadership team.

### **5.1 Monitoring**

It is the responsibility of all staff who deliver RSE to ensure that the work described is taught at the stated times. This will be through a variety of QA activities such as learning walks, book scrutinies and student voice in addition to centralised lesson resources created by the Head of Department.

### **5.2 Evaluation**

Students' knowledge and understanding will be monitored throughout the course of study. However, given the discursive nature of the subject matter, this will not necessarily be by means of a written assessment nor will it be given a summative grade.

## **6. GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, CONFIDENTIALITY AND ADVICE TO STUDENTS**

### **6.1 Sensitive Issues**

These may include:

Puberty

Menstruation

Sexual intercourse

Contraception

Abortion

Safer sex

HIV, AIDs and Sexually transmitted infections (STIs)

Sexual orientation

Grooming and Sexual Exploitation

Abusive relationships

Female Genital Mutilation

The classroom teacher is directly responsible to the Headteacher in all areas of the curriculum. This includes areas that deal with sensitive issues. The teacher therefore should show the usual level of organisation and planning for these areas in terms of clarity of objectives, tasks and availability of resource materials. There should also be clear success criteria and understanding of how the work will be assessed.

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them first with the Head of Citizenship/PSHE. In addition, all staff should read the following sections of information.

## **6.2 Ground rules**

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. For example:

- No teacher or student will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for the parts of the body will be used;
- Meanings of words will be explained in a sensible and factual way

## **6.3 Dealing with difficult questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as the Head of Year or Head of Citizenship.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's safeguarding policy referring the matter as a cause for concern to a Designated Named Person.

## **6.4 Confidentiality**

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's safeguarding policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to a designated Named Person. DfE



document “Sex and relationship Education Guidance” issued July 2000, also contains relevant guidance on confidentiality.

### **6.5 Advice to Students**

Trained teachers will give students full information about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom. Trained teachers can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse, the student will be persuaded, wherever possible, to talk to their parents/carers and if necessary to seek medical advice. Child protection issues will be considered and referred to a Designated Named Person. The student will be counselled about contraception, including precise information about access to contraception and advice services.

In any case where safeguarding procedures are followed, the teacher will ensure that the student understands the circumstances in which confidentiality can be broken.

### **6.6. Transgender Status**

All people, including staff and students, have a right to privacy. This includes the right to keep private one’s trans status or gender-nonconforming presentation at school.

Information about a student’s transgender status, legal name, or birth sex also may constitute confidential medical information. School staff should not disclose information that may reveal a student’s transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Staff should not discuss transgender pupils and students outside of school, even when making no particular reference to their name or personal details. The transgender community is such a small one that even a casual reference to a ‘certain student’ may be enough to out that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their transgender status, it is important to talk to them about confidentiality and with whom, if anyone, they would like information to be shared.

Trans and gender questioning students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans or gender questioning student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s birth sex unless the student, parent, or carer has specified otherwise.

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child’s gender identity; however, this is not always the case. When working with parents and carers, colleagues should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual student are considered, with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person’s permission, unless there are safeguarding reasons for doing so.

## 7. PUPILS WITH SEND

SEND pupils follow the same RSE programme as all other pupils. When appropriate, and to ensure that the RSE Curriculum is accessible for all pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case by case basis, through collaboration between teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies). When delivering RSE to SEND pupils, we will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

### 7.1 Pupil Premium Plus and LAC students

It is recognised that all our students have different family dynamics and backgrounds and sensitivity should be shown towards students who are Pupil Premium Plus or identified as looked after or in care ('LAC') or previously looked after. Whilst we understand that each individual will have a different background and needs, there needs to be heightened awareness and empathy from teachers to ensure we are delivering a trauma-informed curriculum. Teachers should liaise with the SLT member with overall responsibility for Pupil Premium / LAC to ensure lesson material and content is appropriate.

## 8. WORKING WITH PARENTS/CARERS

Parents/carers are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the school's relationship and sex education programme will complement and support the role of parents.

The RSE policy will be available via the school website and parents will be advised when RSE lessons are to be delivered.

### 8.1. Parents' right to withdraw

In secondary education from September 2020:

- Parents will **not** be able to withdraw their child from any aspect of Relationships Education or Health Education.

- Parents **will** be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that *'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'*
- Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'*

Any parent wishing to withdraw their child is encouraged to make an appointment with the Head of Department and a member of the Senior Leadership Team to discuss the matter.

## Appendix A: FAQs from the DFE

### DFE FAQs

The Department for Education is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide-ranging concerns.

Below, we have explained some of the common misconceptions around the subjects.

#### **Q: Will my child’s school have to engage with me before teaching these subjects?**

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools’ decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents’ views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school’s policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

For more information download our advice for primary schools on [engaging parents on Relationships Education](#).

#### **Q: Will my child be taught sex education at primary? This is too young.**

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and

emotional maturity of their pupils. In those instances, we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

**Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

**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 RSE 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.

**Q: Has the government listened to the views of my community in introducing these subjects?**

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

**Q: Will my child be taught about LGBT relationships?**

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

**Q: What support will schools receive to deliver these subjects well?**

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

**Q: Where can I find out more information about what will be taught in my child's school?**

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published [parent guides](#), which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## **APPENDIX B: DfE ‘What students should know’**

### **Families**

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships:**

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

### **Online and media:**

Pupils should know:

- 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, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

### **Being Safe:**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

### **Intimate and sexual relationships including sexual health:**

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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