



BLENHEIM  
SCHOOLS

# Relationships, Sex and Health Education (RSE) Policy

Policy Folder: RSE

## 1 Introduction and aims

Schools play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment.

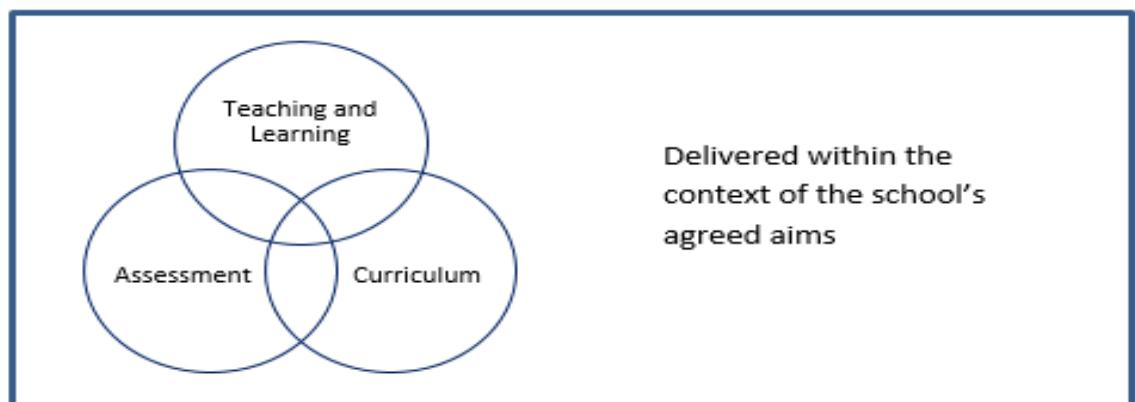
### Scope

This policy applies to all students, including those in the Early Years.

### Purpose

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- 1.1 Provide a framework in which sensitive discussions can take place.
- 1.2 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.



- 1.3 Help students develop feelings of self-respect, confidence and empathy.
- 1.4 Create a positive culture around sexuality and relationships.
- 1.5 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.6 Help students understand that healthy relationships are an important part of wellbeing.
- 1.7 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community
- 1.8 This policy forms part of the curriculum.
- 1.9 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.10 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model above) and is underpinned by Wellbeing.

## **2 Statutory requirements**

Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026



can be found [here](#). Until 31<sup>st</sup> August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Our policy also follows the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- 2.1 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Milbourne Lodge, we teach RSE as set out in this policy.

### **3 Policy development**

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.



- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

- Student consultation – students were consulted with about their RSE lessons in school council meetings.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

#### **4 Definition**

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.



## **5 Curriculum**

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
- 5.3 Primary sex education will focus on:
  - Preparing all students for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

## **6 Delivery of RSE**

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There are one or two lessons of taught PSHE a week in the Prep School. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

Equality



The school, in its delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

**Responding to new risks or issues within the national or local context**

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals (the credentials of any visitor or visiting organisation, and their materials will be checked prior to booking). The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing



schools from sharing materials with parents.

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

Health topics will include:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.



6.4 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, LGBTQ+ 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).

The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

## **7 Roles and responsibilities**

### **Staff & Governance**

#### **7.1 PSHE Lead Teacher**

The person with responsibility for the overview and yearly evaluation of this policy is the PSHE coordinator. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.



## 7.2 **The Headteacher**

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

## 7.3 **The Chair of Governors**

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## 7.4 **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students; and

➤ Responding appropriately to students 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.



Form tutors and the PSHE coordinator are responsible for teaching RSE.

## **8 Students**

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

### **8.1 Students with Special Educational Needs and Disabilities**

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support or SENCO (please delete as necessary). Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Milbourne Lodge is mindful of preparing students for adulthood.

Milbourne Lodge is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.



## **9 Parents' right to withdraw**

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)
- 9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)
- 9.3 Parents do not have the right to withdraw their children from relationships education.

Parents 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 students who are withdrawn from sex education.

## **10 Training**

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Staff use resources from the PSHE Association.



10.2 The Headteacher will also invite, following a due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11 Monitoring and evaluation arrangements**

### **11.1 Monitoring**

The delivery of RSE is monitored by PSHE co-ordinator through: work scrutiny, lesson observations learning walks, etc.

### **11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.**

### **11.3 Evaluation**

The delivery of RSE is evaluated by: the PSHE co-ordinator

## **12 Safeguarding**

RSHE discussions can lead to increased safeguarding concerns being raised by pupils.

All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.

Confidentiality arrangements must be clearly explained to pupils prior to sessions.



## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TOPIC DETAIL
Reception	<ul style="list-style-type: none"> <li>Identify the role of different people in their lives</li> <li>Learn about what is kind and unkind behaviour</li> <li>Understand privacy and who to tell if they feel uncomfortable</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Identify the people who love and care for them.</li> <li>Recognise how people make friends and what makes a good friendship.</li> <li>Understand how to respond if physical contact makes them feel comfortable or unsafe.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To name the main parts of the body including external genitalia.</li> <li>Recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private.</li> <li>Understanding the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</li> <li>Learning about the different types of families including those that may be different to their own.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Recognising the different types of relationships</li> <li>Physical contact: what is acceptable and what is unacceptable</li> <li>Realising the importance of seeking support if feeling lonely or excluded.</li> <li>Looking at the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>Understanding the meaning of privacy and personal boundaries.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Physical contact: what is acceptable and what is unacceptable</li> <li>Recognising and respecting that there are different types of family structure.</li> <li>Recognising different types of relationships what makes them positive</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding what constitutes a healthy friendship.</li> <li>• Understanding about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Recognise strategies for recognising and managing peer influence and a desire for peer approval in friendships.</li> <li>• Understand that people who love and care for each other can be in a committed relationship, living together, but may also live apart.</li> <li>• Understanding when to keep something confidential or secret.</li> <li>• Understand marriage and civil partnership as a legal declaration of commitment.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Understand that people may be attracted to someone romantically, emotionally and sexually.</li> <li>• Learning about seeking and giving permission (consent) in different situations.</li> <li>• Looking at the process of puberty and the emotional and physical changes that come with it.</li> <li>• Listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.</li> <li>• Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable.</li> </ul>
Year 7	<ul style="list-style-type: none"> <li>• Identifying different types of relationships, including those within families, friendships, romantic or intimate and the factors that can affect them.</li> <li>• Recognise peer influence and to develop strategies for managing it, including online.</li> <li>• Understand that consent is freely given; that being pressurized, manipulates or coerced is not consent.</li> <li>• Understanding the difference between biological sex, gender identify and sexual orientation.</li> <li>• Identifying the roles and responsibilities of parents, carers and children in families.</li> <li>• Understanding how to form, maintain and manage positive relationships, including online safely and responsibly.</li> <li>• Identifying similarities, differences and diversity among people of different race, culture, ability, sex, gender identify, age and sexual orientation.</li> </ul>



	<ul style="list-style-type: none"> <li>• Evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Identify indicators of positive, healthy relationships and unhealthy relationships, including online.</li> <li>• Identifying the roles peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</li> <li>• Identifying the importance of trust in relationships and the behaviours that can undermine or build trust.</li> <li>• Recognize that sexual attraction and sexuality are diverse.</li> <li>• Understanding the law relating to sexual consent.</li> <li>• Identifying the risks related to unprotected sex.</li> <li>• Identifying the impact of stereotyping, prejudice and discrimination on individuals in relationships.</li> <li>• Understanding the purpose, importance and different forms of contraception; how and where to access contraception and advice.</li> <li>• Identifying the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships.</li> <li>• Identifying the effects of change, including loss, separation, divorce, bereavement; strategies for managing these and accessing support.</li> </ul>



**Appendix 2: By the end of primary school, students should know:**

TOPIC	STUDENTS 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>



TOPIC	STUDENTS SHOULD KNOW
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	STUDENTS 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>



TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>



## Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS 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>



TOPIC	STUDENTS SHOULD KNOW
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	STUDENTS 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/extortion, abuse, grooming, coercion, harassment, assault including 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	STUDENTS 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**

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

**Appendix 4: DfE RSE Statutory Guidance Suggested Resources**

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)





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