

<b>Name of Policy</b>  <b>Author</b> <b>SLT Approval</b> <b>Date of Last Revision</b> <b>Date of Next Review</b> <b>Date of Next SLT Approval</b> <b>Regulation Number</b> <b>Regulation Description</b>	<b>Relationships Education, Relationships &amp; Sex Education (RSE) and Health Education Policy</b>  DSLs/Head of PSHE/Head of Life Skills March 2024 Spring 2024 Spring 2025 Spring 2025 Part 1 2(f)(g)(h)(j) Schemes of work for PSHE which reflects the school's aims and ethos; appropriate careers guidance for pupils receiving secondary education; where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; adequate preparation of pupils for the opportunities, responsibilities, and experiences of adult life.
<b>To be read in conjunction with:</b>	Personal, Social, Health & Economic Education PSHE  Anti-bullying  Equality, Diversity, Inclusion and Belonging  Online Safety  Safeguarding and Child Protection  Learning Needs  Accessibility Plan
<b>Revision History</b>  This section should be completed by the reviewer each time this policy is reviewed	
<b>Changes made</b> [brief description of edits]	<b>Date</b> [Term and Year]
Full review and revamp of policy	Spring 2022
Full rewrite of the policy and separation into one policy for PSHE and one for RSE	Spring 2024

**Availability of this document:**

Copies of this document are available at [francisholland.org.uk/policies/](http://francisholland.org.uk/policies/) or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

**Application of this document:**

This policy applies to both Sloane Square and Regent's Park, Prep and to the EYFS. Where there are differences in procedures between the schools this has been clearly highlighted in the policy.

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## 1. Aims

The aims of relationships and sex education (RSE) in the Francis Holland Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- promotes the fundamental British values of democracy, the rule of law, equality and individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes diverse expressions of sexuality

## 2. Statutory requirements

### Francis Holland Prep

As a prep school, Francis Holland Prep must provide relationships education to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Relationships_Education_Guidance.pdf)

While not having to follow the National Curriculum, the school is expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum

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

Francis Holland Prep must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Francis Holland, we teach RSE as set out in this policy.

### Francis Holland Regent's Park and Sloane Square

As senior schools, Francis Holland Regent's Park and Sloane Square must provide RSE to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Relationships_Education_Guidance.pdf)

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

The schools must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Francis Holland Regent's Park and Sloane Square, we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a working group including staff from all three schools in the Trust, 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/stakeholder consultation – parents/carers were invited to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Senior Leadership Team in each school and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE covers various aspects of relationships, sexuality, and personal well-being. Rooted in respect, inclusivity, and understanding, RSE aims to empower pupils with the knowledge and skills necessary to navigate the complexities of relationships, make informed choices regarding their sexual health and behaviour, and foster a culture of mutual respect and consent. Through age-appropriate curriculum, open discussions, and support systems, the Trust endeavours to create a safe and supportive environment where pupils can explore and develop a positive sense of self, relationships, and sexuality.

### 5. Curriculum

Where sex education takes place at Francis Holland Prep, the aims are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and for the changes that adolescence brings
- Give pupils an understanding of sexual development and the importance of health and hygiene
- Inform pupils of how a baby is conceived and born
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

For more information about our curriculum at Francis Holland Prep, see our curriculum map in Appendix 1.

The RSE curriculum for each senior school in the Trust is set out as per Appendix 3 (Sloane Square) and on the Parent Portal at Regent's Park, but may be adapted as and when necessary.

The curriculum has been developed in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share curriculum materials with parents and carers upon request.

## **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 Studies (RS)

### **Francis Holland Regent's Park and Sloane Square**

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

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. And see **The Parent Portal** Link <https://myportal.fhs-nw1.org.uk/>

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in a whole-class setting or in small groups or targeted sessions

Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We can share agreed content from external organisations with parents and carers

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board has delegated the approval of this policy to the Headteachers.

### **8.2 The Heads**

The Heads are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 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

#### **Francis Holland Prep**

RSE lessons are taught by the Head of PSHE

#### **Francis Holland Regent's Park**

RSE lessons are taught in PSHE lessons by trained staff, and also in workshops by [It Happens Education | RSHE for Schools](#)

#### **Francis Holland Sloane Square**

RSE lessons are mainly delivered by [ACET UK](#) with some sessions being delivered by Form Tutors.

### **8.4 Pupils**

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

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

### **Francis Holland Prep**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE.



Requests for withdrawal should be put in writing and addressed to the Head. Notice must be given two terms in advance.

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

#### **Francis Holland Regent's Park and Sloane Square**

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. Notice must be given two terms in advance. 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 and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents/carers and take appropriate action.

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

### **10. Training**

The training of staff on the delivery of RSE is included in our continuing professional development calendar.

### **11. Monitoring arrangements**

The delivery of RSE is monitored by:

#### **Francis Holland Prep**

Mrs Suzy Dixon, Junior Head and Miss Hilary Dixon, Head of PSHE

#### **Francis Holland Regent's Park**

Miss M Merrigan, Head of PSHE

#### **Francis Holland Sloane Square**

Miss P Martin, Head of Life Skills

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the named staff above annually. At every review, the policy will be approved by the Heads.

## Appendix 1: Francis Holland Prep

### Relationships and sex education curriculum map

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All RSE lessons are PSHE specialist led unless an external provider is specified.

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"><li>• Recognise that some things are private and the importance of respecting privacy</li><li>• Understand that the parts of their body covered by underwear are private</li><li>• Know how to respond to safely to adults they don't know</li><li>• Learn how to respond if physical contact makes them feel uncomfortable or unsafe</li><li>• Learn about the importance of not keeping adults' secrets</li></ul>	NSPCC – "PANTS"

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Know there are situations when they should ask permission and when permission should be sought</li> <li>Learn basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe</li> </ul>	
		Summer 2	<b>Ourselves, Growing and Changing:</b> <ul style="list-style-type: none"> <li>Name the main parts of the body</li> <li>Learn about growing and changing from young to old and how people's needs change</li> </ul>	
Year 3		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Learn about privacy and personal boundaries</li> <li>Understand what is appropriate in friendships and wider relationships</li> <li>Understand why someone may behave differently online, including pretending to be someone they are not</li> <li>Learn strategies for recognising risks, harmful content, and contact and how to report concerns</li> </ul>	

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>• Recognise different types of physical contact</li> <li>• Understand what is acceptable and unacceptable</li> <li>• Learn strategies to respond to unwanted physical contact</li> <li>• Learn how to respond safely and appropriately to adults they may encounter</li> </ul>	

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Learn about seeking and giving permission (consent) in different situations</li> <li>Explain when it is right to keep a secret, when it is not and who to talk to about this</li> <li>Learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>	RSE letter sent out to all parents a with detailed curriculum overview
		Summer 2	<b>Ourselves, Growing and Changing:</b> <ul style="list-style-type: none"> <li>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</li> <li>Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>Learn about the processes of reproduction and birth as part of the human life cycle</li> <li>Understand how babies are conceived and born</li> </ul>	RAP Project parent workshop <ul style="list-style-type: none"> <li>Let's Rap About the Digital Birds and Bees for PARENTS</li> </ul>

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>Recognise what an unsafe relationship might look like and how you might feel in an unsafe relationship</li> </ul>	RSE letter sent out to all parents with a detailed curriculum overview  Lessons supported by external speaker from the RAP Project
		Summer 2	<b>Ourselves, Growing and Changing:</b> <ul style="list-style-type: none"> <li>Understand that for some people gender identity does not correspond with their biological sex</li> <li>Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</li> <li>Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>Learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for</li> <li>Know about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>	<ul style="list-style-type: none"> <li>The Big Leavers workshop for girls</li> <li>Let's Rap About the Digital Birds and Bees for PARENTS</li> </ul>

## Appendix 2: Francis Holland Regent's Park

### Relationships and sex education curriculum map

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Please see the Parent Portal <https://myportal.fhs-nw1.org.uk/>

### Appendix 3: Francis Holland Sloane Square

#### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn 2	Self-esteem- The aim of the lesson is to encourage the development of healthy self-esteem in the pupils. The learning outcomes will be that pupils will be able to name their achievements, ambitions, personal qualities and abilities. They will understand how to respond to negative comments about themselves and how to focus on their positive attributes. (ACET)
	Spring 2	Puberty – The aim of the lesson is to increase the pupils’ knowledge of puberty and help develop their skills to cope with it. The learning outcomes will be that pupils will be able to name the physical and emotional changes that take place during puberty and know how to deal with these changes. (ACET)
	Summer 1	Health changes in puberty and an introduction to feminine hygiene products (Form Tutor-led session) Explanation of Female Genital Mutilation (FGM) and how to access help and support. This follows studying the female anatomy in biology. (Form Tutor-led session)
Year 8	Spring 1	Online Grooming (The Breck Foundation)
	Summer 1	Self-esteem and body image – The aim of this lesson is to build upon the pupils’ understanding of what healthy self-esteem is and how it relates to their own perceptions of their bodies. The learning outcome will be that the pupils will be able to identify healthy and unhealthy body image perceptions and feel more comfortable with their own bodies. (ACET)



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Autumn 2	Relationships and sex – The aim of this lesson is to explore what makes a good relationship and the place of sex in a relationship. The learning outcome will be that pupils will recognise what a healthy relationship looks like and will have decided together how and when sex becomes relevant to a relationship. (ACET)
	Summer 1	Self-breast exams (Form Tutor led session)
	Summer 1	Youth Produced Sexual Imagery – The aim of this lesson is to raise awareness and increase pupils’ knowledge of Youth Produced Sexual Imagery and to enable pupils to protect themselves from the dangers of sexting. The outcomes will be that pupils will be able to describe 3 potential consequences of sending a naked or indecent image of someone under 18; and can explain how best to respond to sexting situations. (ACET)
	Summer 1	STIs – The aim of this lesson is to ensure pupils understand the range of STIs, their transmission, symptoms, consequences, treatment and prevention. To understand some of the benefits of waiting/delaying sex, being faithful and using a condom. The learning outcomes will be that pupils will be able to name and describe some of the main STIs and know how to prevent getting them. They will understand the risk of having multiple partners. (ACET)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Autumn 2	Relationships and Consent – The aim of this lesson is to ensure that the pupils understand and know what they want from a healthy relationship as well as being aware of what sexual consent looks like and the law regarding sexual consent. The learning outcome will be that the pupils will be able to identify the three main aspects of the law regarding sexual consent. (ACET)
	Autumn 2	Online pornography and the adult entertainment industry (Form tutor led session)
	Autumn 2	Pregnancy and contraception – The aim of the lesson is to improve and refresh the pupils’ understanding of how unassisted pregnancy works as well as improving their knowledge of the different contraceptives available and how they work. The main learning outcome will be that the pupil will be able to explain at least three different types of contraception and their advantages and disadvantages. (ACET)
	Spring 1	The Media Challenge – The aim of this lesson is to equip the pupils to recognise the way the media can distort relationships and sex with a particular focus on pornography’s effects on people. The learning outcomes will be that the pupils will be able to identify the distortions the media gives about sex and relationships and the distortions and effects of pornography on sex and relationships. (ACET)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Autumn 1	Consent: The context of language, actions, physical touch and sex
	Spring 1	Actions and attitudes – This lesson aims to address the negative stereotypes that the pupils may have of people who may be living with HIV, as well as other sexually transmitted infections. It seeks to address any misconceptions and hidden biases that they may have. The learning outcomes are that pupils will be able to reflect on their own biases or negative stereotyping that they might have had and think through what actions and attitudes we should have towards people living with HIV and other STIs. (ACET)
	Spring 2	STIs 2- The aim of this lesson is to refresh the pupils' knowledge of STIs. The learning outcome will be that pupils will have an up to date and more in-depth knowledge of STIs Than when they had the topic taught to them in year 9. (ACET)
	Spring 2	Relationships – The aim of this lesson is to raise awareness of unhealthy attitudes and behaviours that can be harmful in a relationship and how the pupils can protect themselves from the dangers. The learning outcomes will be that the pupils will be able to identify and describe 3 indicators that a relationship is unhealthy and can explain how best to respond in such situations. (ACET)
Year 12	Spring 1	Recognising sexual violence (Everyone's Invited)
	Spring 1	The legal view of consent (School Consent Project)
	Spring 2	Sexual Health and Wellbeing (focus on contraception) – The aim of this lesson will be to ensure pupils are up to date on their knowledge of contraception. The learning outcome will be that pupils will be able to identify how different contraceptives work as well as know their advantages and disadvantages. (External speaker)
Year 13	Spring 1	Body Confidence (External Speaker)

## Francis Holland Prep

### Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

**Francis Holland Regent's Park**

**Francis Holland Sloane Square**

**Appendix 5: By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>



TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>