



KINGSTONE ACADEMY TRUST  
APPROVED POLICY DOCUMENT

Relationships and Sex Education Policy	
<b>Relevant School/s:</b>	<b>KHS</b>
<b>Policy Officers:</b>	<b>L Butler &amp; D Cook</b>
<b>Approved By:</b>	<b>Board of Trustees</b>
<b>Date of Review:</b>	<b>October 2024 (no changes)</b>
<b>Next Review:</b>	<b>Annually or in light of changes to legislation (awaiting outcome of government consultation for additional review)</b>
<b>Distribution:</b>	<b>Public, on website</b>

## 1. Introduction

As an Academy, we share similar aims and values regarding the delivery of our Relationships and Sex Education curriculum across the Trust. Due to differences in the age-appropriate curriculum content, Kingstone High School and Kingstone and Thruxton Primary School have separate policies, written in consultation with each other. To see the RSE Policy for Kingstone and Thruxton Primary School, please visit their website: <https://www.kingstone-thruxton.hereford.sch.uk>

## 2. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

We believe RSE is a vital component of delivering a broad and informative curriculum. Our school values of 'perseverance, kindness, respectful and safe' are closely aligned with much of the RSE's core teachings and delivering a comprehensive RSE curriculum will only further help our students flourish and achieve their full potential.

## 3. Statutory Requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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

At Kingstone High School we teach RSE as set out in this policy.

## 4. Policy Development

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

1. Review – a member of staff (MBO) 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 during INSET
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly students want from their RSE via student voice
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

## 5. Definition

- RSE is about the emotional, social and cultural development of students, 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.

## 6. Curriculum

Our curriculum is set out in Appendix 1 but we may adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The school will enhance its planned RSE curriculum with the use of Jigsaw 11-16. This will be used to support the delivery of the RSE and PSHE requirements in conjunction with the guidance of the DfE and PSHE association (Appendix 3)

Jigsaw PSHE 11-16 is an online, comprehensive, evidence-informed curriculum programme. The programme focuses on the development of critical life skills, emotional resilience, and wellbeing, integrating key topics such as relationships, mental health, online safety, and personal development. It has a spiral, RSE compliant curriculum programme designed to build on core skills year after year, ensuring continuous growth and deeper understanding as students progress through the programme.

## 7. Delivery of RSE

At KS3 and KS4 our delivery of RSE is through the SPHERE Programme, that explores RSE in an age appropriate way. This is delivered in 1 x 60 minutes session per week delivered by Form Tutors, plus a weekly assembly per year group and planned drop down days throughout the year. See Appendix 1.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All SPHERE strands are carefully mapped and we have made sure that most of the SPHERE links are also addresses through our curriculum provision.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We reflect sensitively that some children may have a different structure of support around them, for example, children looked after or young carers.

## 8. Roles and Responsibilities

### 8.1 The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 8.2 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 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 students
- 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.

### 8.4 Students

Students 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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of the withdrawal request will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar including toolkit sessions and new staff/ ECT training.

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by Dave Cook through:

- Learning Walks
- Student Voice
- Curriculum reviews and Deep Dives

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

This policy will be reviewed by Assistant Headteacher, Dave Cook, annually. At every review, the policy will be approved by KAT Trustees.

## Appendix 1: SPHERE Curriculum Overview

Specific aspects of RSE are highlighted **Blue** in the table below:

### KS3 Curriculum

	Year 7	Year 8	Year 9
1	<b>New Beginnings &amp; Me</b> <b>Friendships, Unhealthy friendships</b> , Understanding emotions & teenage brain, Communication skills, <b>Bullying &amp; Banter</b> , <b>Cyberbullying, Why people bully</b> .	<b>Emotional Wellbeing &amp; Me</b> Emotional Wellbeing, Depression, Understanding your brain, Self Esteem & improving self-esteem, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement	<b>Identity &amp; Me</b> Target Setting, My Identity & Multiple Identities, <b>Prejudice &amp; Discrimination, Gender Identity &amp; Gender Dysphoria, Transphobia, Sexuality &amp; Homophobia, Equality Act 2010</b>
2	<b>Growing Up &amp; Me</b> <b>Puberty – Physical and emotional changes, Periods and Wet Dreams, Personal hygiene</b> , Independence, Coming of Age Ceremonies, Target Setting	<b>Sex &amp; Me</b> <b>Types of Relationship, Romantic Relationships, Sex &amp; the Law, Sexting, Peer Pressure, Grooming, Arousal &amp; Conception, Pregnancy, Giving Birth, Pornography</b>	<b>Risk &amp; Me</b> Risk & Risky situations, Peer Pressure, Why people join gangs, Gang behaviour and leaving gangs, <b>Knife Crime, County Lines, Grooming &amp; Radicalisation</b> , Gambling
3	<b>Relationships &amp; Me</b> <b>Types of Relationship, Abusive relationships, types of families, Forced and arranged marriages, Gay marriages, Cohabitation &amp; Divorce.</b>	<b>Substances &amp; Me</b> Types of Drugs, Vaccinations, <b>Dangers of Alcohol, Smoking &amp; Vaping, Illegal Drugs</b> , Peer Pressure & Drugs	<b>Intimate Relationships &amp; Me</b> <b>Types of Relationship, Romantic Relationships, Sex &amp; the Law, Consent &amp; Peer Pressure, Celibacy, Intimacy without Sex, Contraception, Teen pregnancies, STIs, Self-checking.</b>
4	<b>Healthy Living &amp; Me</b> Importance of sleep, exercise & healthy eating, Dangers of energy drinks, Importance of good oral health, Eating disorders, Self-harm.	<b>Democracy &amp; Me</b> Democracy & Dictatorships, Houses of Parliament, House of Commons, Political Parties, Types of Election, How Laws are made, Role of Police, Types of Court, Life in Prison, Tribunals	<b>Options &amp; Me</b> Importance of Options, Planning my future, Post 16 Choices, Family & Cultural expectations, What colleges and employers look for, Reviewing Targets
5	<b>Rights &amp; Me</b> What are Rights and UDHR? Rights within home and education, role of press, child soldiers, <b>Breast Ironing and FGM</b> , Do animals have rights? Role of Amnesty International  Review SMART Targets	<b>Internet &amp; Me</b> History of Internet, IT in Industry, Features of Internet, Social Media, Fake News, <b>Online Presence, Sexting, The Dark Web, Grooming &amp; Radicalisation</b> , AI – What's it all about? Staying Safe on line	<b>Communities &amp; Me</b> Types of Community inc. Online Communities. Threats to Communities – <b>Prejudice, Discrimination, Bullying, Islamophobia, Radicalisation, Improving Kingstone Community</b>

6	<b>Money &amp; Me</b> The Lottery, Importance of Budgeting, Personal Budget Plans, Savings, Loans and Interest, Types of Bank Account, Online Banking, Online Scams, Advertising & Spending, Tax and Financial Exploitation	<b>Enterprise &amp; Me</b> Reviewing Targets, What is Enterprise, Problem Solving & Creative thinking, Role of Charities, Group Enterprise Activity	<b>Work &amp; Me</b> Why work? Types of work, Routes into work, Work & Law, Employment Rights, Types of Harassment in Workplace, My career pathway
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## KS4 Curriculum

	Year 10	Year 11
1	<b>Mental Health &amp; Me</b> Emotional Wellbeing, Depression, Self Esteem & improving self-esteem, Assertiveness, Dealing with Stress, Resilience, Growth Mind Sets, Target Setting, Coping with Bereavement, Supporting people with Mental Health issues	<b>Lifestyles &amp; Me</b> Importance of Sleep & Diet, Social Media, Digital Footprints, Fake News, <b>Dangers of the Internet, Dark Web, Selfies &amp; Internet Safety</b> , Body Image & the Media, Fake Tans, Tattoos, Cosmetic Procedures, Eating Disorders, Self-Harm, Blood Donation
2	<b>Sexual Health &amp; Me</b> <b>Types of Relationship, Sex &amp; Law, Sexual Relationships, Masturbation, Sexual Arousal, Orgasms, Pornography, Revenge Porn, Consent, Assault and Rape, Unsafe Sex – Alcohol &amp; Chem Sex, Contraception, STIs</b> , Religious Beliefs towards Sexual Activity	<b>Next Steps &amp; Me</b> Curriculum Vitaes, Personal Profiles, CV Writing, References, Interview Techniques
3	<b>Family &amp; Me</b> <b>Marriage, Types of family, Forced marriages, Arranged marriages, Domestic Abuse, Divorce, Development of the Fetus, Fertility, Infertility Treatments, Miscarriages, Teen Pregnancies, Adoption, Fostering, Abortion, Religious Views towards Abortion, Parenting Skills,</b>	<b>Politics &amp; Me</b> Democracy & Dictatorships, Houses of Parliament, House of Commons, Political Parties, Elections, Making Laws, Taxes & Public Services, Local Council, Young people & Politics
4	<b>Prejudice &amp; Me</b> <b>Prejudice &amp; Discrimination, Rights &amp; Responsibilities, Equality Act, Sexuality,</b> Islamophobia, Role of Press & Reliability of Information	<b>Money Matters &amp; Me</b> The Lottery, Importance of Budgeting, Personal Budget Plans, Savings, Loans and Interest, Types of Bank Account, Online Banking, Online Scams, Advertising & Spending, Tax and Financial Exploitation
5	<b>Peer Pressure &amp; Me</b> <b>Peer Pressure, Manipulation, Persuasion &amp; Coercion</b> , Knife Crime, <b>County Lines, Grooming &amp; Radicalisation</b> , Gambling, <b>Violent Crime, Gangs</b> , Substance Use/Misuse inc. Alcohol, Vaping & Drugs	<b>Revision &amp; GCSE Exams</b>

6	<p><b>Work Experience &amp; Me</b></p> <p>Types of Employment, Opportunities, Career Choices &amp; Employability, Personal Strengths, Goal Setting, Challenging Stereotypes, Online Presence, Safety in Workplace, H&amp;S, Confidentiality &amp; Harassment in the Workplace</p>	
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## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
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			

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

### Appendix 3: What we learn as part of Relationships and Sex Education:

To ensure progression and a spiral curriculum, we use guidance from the DFE and PSHE Association which is supported by our current resources as well as Jigsaw 11-16, the mindful approach to PSHE to meet the necessary requirements.

**The guidance from the DFE states that by the end of secondary school students should learn:**

DFE	
Themes	Students should learn
Families	<p>that there are different types of committed, stable relationships.</p> <ul style="list-style-type: none"><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
Respectful relationships, including friendships	<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. 28</p> <ul style="list-style-type: none"><li>• practical steps they can take in a range of different contexts to improve or support respectful</li></ul>

	<p>relationships.</p> <ul style="list-style-type: none"> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <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. • 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>
Online and media	<p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <ul style="list-style-type: none"> <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</li> </ul>

	<p>criminal offence which carries severe penalties including jail.</p> <ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
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> <ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
Intimate and sexual relationships, including sexual health	<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> <ul style="list-style-type: none"> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. <ul style="list-style-type: none"> <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> </ul> </li> <li>• the facts about the full range of contraceptive choices, efficacy and options available. • 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</li> </ul>

	<p>key facts about treatment. • 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>
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## **The Law 82.**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage • consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

**The guidance from the PSHE Association states that by the end of secondary school students should learn:**

<b>Core Theme 1: Health and Wellbeing</b>	
Self Concept	
Puberty and sexual health	Sexual health and fertility
<p><b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p><b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p><b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p><b>H26.</b> the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p><b>H27.</b> about specific STIs, their treatment and how to reduce the risk of transmission</p> <p><b>H28.</b> how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p><b>H29.</b> to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services</p> <p><b>H30.</b> about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p><b>H31.</b> that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p><b>H32.</b> about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p><b>H33.</b> about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>
<b>Core Theme 2: Relationships</b>	
Positive relationships	
<b>R1.</b> about different types of relationships, including those within	<b>R1.</b> the characteristics and benefits of strong, positive

<p>families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p><b>R2.</b> indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p><b>R3.</b> about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p><b>R4.</b> the difference between biological sex, gender identity and sexual orientation</p> <p><b>R5.</b> to recognise that sexual attraction and sexuality are diverse</p> <p><b>R6.</b> that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p><b>R7.</b> how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p><b>R8.</b> that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>relationships, including mutual support, trust, respect and equality</p> <p><b>R2.</b> the role of pleasure in intimate relationships, including orgasms</p> <p><b>R3.</b> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p><b>R4.</b> the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p><b>R5.</b> the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p><b>R6.</b> about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p><b>R7.</b> strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p><b>R8.</b> to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
Relationship values	
<p><b>R9.</b> to clarify and develop personal values in friendships, love and sexual relationships</p> <p><b>R10.</b> the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p><b>R11.</b> to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p>	<p><b>R9.</b> to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p><b>R10.</b> to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>

<p><b>R12.</b> that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	
<p>Forming and maintaining respectful relationships</p>	
<p><b>R13.</b> how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p><b>R14.</b> the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p><b>R15.</b> to further develop and rehearse the skills of team working</p> <p><b>R16.</b> to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p><b>R17.</b> strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p><b>R18.</b> to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p><b>R19.</b> to develop conflict management skills and strategies to reconcile after disagreements</p> <p><b>R20.</b> to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p><b>R21.</b> how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p><b>R22.</b> the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p><b>R23.</b> the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	<p><b>R11.</b> strategies to manage the strong emotions associated with the different stages of relationships</p> <p><b>R12.</b> to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p><b>R13.</b> ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p><b>R14.</b> the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p><b>R15.</b> the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p><b>R16.</b> to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p><b>R17.</b> ways to access information and support for relationships including those experiencing difficulties</p>



Consent	
<p><b>R24.</b> that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances <b>R18.</b> about the concept of consent in maturing relationships © PSHE Association 2020   28</p> <p><b>R25.</b> about the law relating to sexual consent</p> <p><b>R26.</b> how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p><b>R27.</b> that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected <b>R28.</b> to gauge readiness for sexual intimacy</p> <p><b>R29.</b> the impact of sharing sexual images of others without consent</p> <p><b>R30.</b> how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p><b>R31.</b> that intimate relationships should be pleasurable</p>	<p><b>R18.</b> about the concept of consent in maturing relationships+  <b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online  <b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p><b>R21.</b> the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p><b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
Contraception and parenthood	
<p><b>R32.</b> the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p><b>R33.</b> the risks related to unprotected sex</p> <p><b>R34.</b> the consequences of unintended pregnancy, sources of support and the options available</p> <p><b>R35.</b> the roles and responsibilities of parents, carers and children in families</p>	<p><b>R23.</b> how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p><b>R24.</b> the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p><b>R25.</b> the importance of parenting skills and qualities for family life, the implications of young parenthood and services that</p>

<p><b>R36.</b> the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>offer support for new parents and families</p> <p><b>R26.</b> the reasons why people choose to adopt/foster children</p> <p><b>R27.</b> about the current legal position on abortion and the range of beliefs and opinions about it</p>
Bullying, abuse and discrimination	
<p><b>R37.</b> the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p><b>R38.</b> to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p><b>R39.</b> the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p><b>R40.</b> about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p><b>R41.</b> the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment</p> <p><b>R30.</b> to recognise when a relationship is abusive and strategies to manage this</p> <p><b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p><b>R32.</b> about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p><b>R33.</b> The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p><b>R34.</b> strategies to challenge all forms of prejudice and discrimination</p>
Social influences	
<p><b>R42.</b> to recognise peer influence and to develop strategies for managing it, including online</p> <p><b>R43.</b> the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and</p>	<p><b>R35.</b> to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p><b>R36.</b> skills to support younger peers when in positions of</p>

<p>access appropriate support</p> <p><b>R44.</b> that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p><b>R45.</b> about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p><b>R46.</b> strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p><b>R47.</b> motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>influence</p> <p><b>R37.</b> to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p><b>R38.</b> factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
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