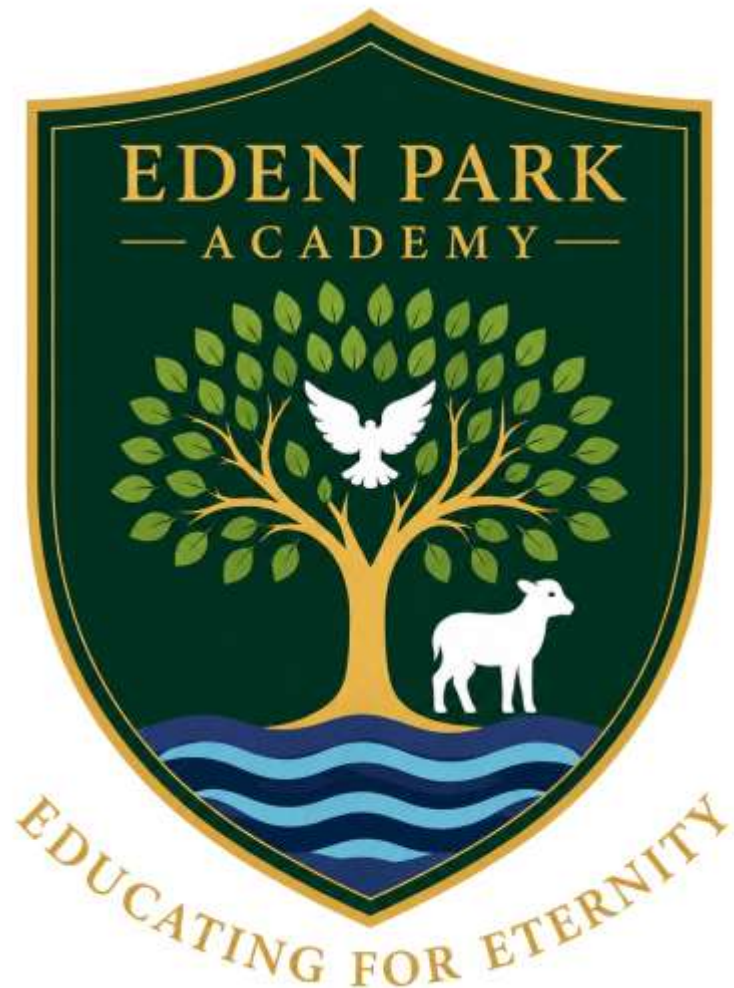


Relationship and Sex Education Policy



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1. Aims

The aims of our PSHE policy are to:

- Provide a programme that is grounded in our Seventh-day Adventist faith, supporting pupils' spiritual, emotional, physical, and social well-being.
- Ensure compliance with statutory PSHE education requirements while promoting Christ-like character, kindness, integrity, and respect for others.
- Foster strong moral values, rooted in biblical principles, that guide pupils in making informed decisions about their health, relationships, and future.
- Encourage pupils to develop a sense of purpose and fulfilment, in line with God's plan for their lives.
- Involve parents and carers in the education process, respecting their roles as primary educators, in line with our commitment to the family unit as described in the Bible.

2. Statutory requirements

This policy complies with:

- The Education Act 2002, Section 80A.
- The Children and Social Work Act 2017, which makes Relationships Education compulsory in primary schools, Relationships and Sex Education (RSE) compulsory in secondary schools, and Health Education compulsory in all state schools.
- The Equality Act 2010, promoting equality and inclusion for all pupils, while respecting the distinct religious ethos of the school.
- The statutory guidance issued by the Department for Education (DfE), *Relationships Education, Relationships and Sex Education (RSE), and Health Education* (2020).

Eden Park Academy ensures that these statutory requirements are integrated into the curriculum, with adaptations that align with our Christian and Adventist values.

3. Policy development

At *Eden Park Academy*, we recognise the vital role that parents and carers play in the education and development of their children, especially in sensitive areas such as Relationships and Sex Education (RSE). Our approach is grounded in our Seventh-day Adventist faith, with a focus on respecting the family unit and ensuring our teachings align with biblical principles.

This policy has been developed in close consultation with staff, pupils, parents, and carers, ensuring that all voices are heard and considered. The consultation and policy development process involved the following steps:

1. **Review:** A working group led by school leadership gathered all relevant information, including statutory guidance from the Department for Education (DfE), local authority guidelines, and the school's Christian ethos, to inform the development of the policy.
2. **Staff consultation:** All school staff were given the opportunity to review the proposed policy and offer input on its content. This process allowed for the inclusion of staff perspectives on how best to integrate RSE into the wider curriculum in a manner consistent with the school's Christian principles.
3. **Parent/Carer Consultation:** Parents and carers were invited to attend a consultation meeting to discuss the content and aims of the RSE policy. This meeting provided a forum for dialogue and ensured that parental views were fully incorporated, in line with our Adventist belief in the centrality of the family. We actively sought feedback to shape the policy so that it reflects both legal requirements and our shared values.
4. **Pupil Consultation:** Pupils were consulted through surveys and discussions to understand their needs, questions, and expectations regarding RSE. This feedback helped shape the programme, ensuring it is relevant and age-appropriate, while upholding the values of purity, respect, and healthy relationships as taught in the Bible.
5. **Ratification:** Once amendments were made based on the consultations with staff, parents, carers, and pupils, the policy was reviewed by the Governing Body. The final version of the policy was then formally ratified by the governors, ensuring that it is in line with both statutory requirements and the faith-based ethos of the school.

4. Definition

At *Eden Park Academy*, our Relationships and Sex Education (RSE) programme is grounded in our Seventh-day Adventist values and is designed to support the emotional, social, and cultural development of all our pupils.

As an Adventist school, we provide education that promotes respect for the sanctity of life, human dignity, and the biblical principles of love, purity, and relationships. Our RSE is shaped by the belief that healthy relationships are rooted in mutual respect, understanding, and the love of Christ, and we are committed to nurturing pupils in ways that reflect these values.

RSE in the Primary Phase

For our primary-aged pupils, we focus exclusively on **Relationships Education**, which covers the development of healthy friendships, family relationships, and interactions within the wider community. Pupils will be taught the importance of kindness, respect, and self-control, alongside learning about boundaries and the significance of family in their lives.

We recognise parents and carers as the primary educators, especially in matters relating to relationships and family life, and our curriculum is designed to complement the foundational guidance provided at home.

RSE in the Secondary Phase

In our secondary school, RSE is more comprehensive and includes **Relationships Education** and **Sex Education**. The sex education we provide is limited to what is legally required and goes beyond the science

curriculum only where necessary. It covers the biological aspects of sexual health while promoting a biblically-based understanding of relationships, marriage, and family life.

Our RSE teaching focuses on:

- **Emotional and Social Development:** Helping pupils navigate relationships with others, fostering self-respect, respect for others, and the ability to form healthy, Christ-centred relationships.
- **Healthy Lifestyles:** Encouraging pupils to make informed choices regarding their physical and emotional health, with a focus on self-care and holistic well-being.
- **Diversity and Personal Identity:** Promoting the acceptance of diversity while teaching pupils to maintain personal integrity and live out their Christian faith in diverse contexts.

RSE at *Eden Park Academy* always maintains that sex is a gift from God to be expressed within the confines of a loving, committed marriage between a man and a woman, as outlined in the Bible. Any teaching on sexual health will be delivered with sensitivity, upholding this belief.

It is important to note that **RSE is not about the promotion of sexual activity**, but rather, it is about equipping young people with the knowledge and values to make responsible, informed decisions in their relationships. In everything we teach, we aim to foster pupils' understanding of the biblical model of relationships, where love, respect, and purity are paramount.

5. Curriculum

At *Eden Park Academy*, we take a holistic approach to **Relationships and Sex Education (RSE)**, ensuring that the curriculum aligns with our Seventh-day Adventist values. This curriculum has been developed in consultation with parents/carers, pupils, and staff to ensure it meets the needs and developmental stages of our pupils. Our focus is on fostering healthy, respectful relationships grounded in biblical principles.

Primary and Early Years

In the **primary phase** (including Early Years), we provide **Relationships Education** as part of our Personal, Social, and Health Education (PSHE) programme. This aspect of RSE focuses on:

- Building healthy relationships based on mutual respect, friendship, and family values.
- Teaching the principles of kindness, empathy, and forgiveness, as reflected in the teachings of Jesus Christ.
- Preparing pupils for the physical and emotional changes that accompany adolescence in a respectful and age-appropriate manner.

We **do not teach sex education in the primary phase**. Any questions about sex or sexual health that arise are handled sensitively, and teachers are trained to provide biblically informed responses, ensuring that the content remains appropriate for the age and developmental stage of the children.

For more details, please refer to **Appendix 1**, where we outline our primary RSE curriculum.

Secondary School RSE

At the **secondary level**, we provide a more comprehensive **Relationships and Sex Education (RSE)** programme in line with statutory requirements. This curriculum is designed to:

- Equip pupils with the knowledge and skills to navigate relationships, puberty, sexual health, and emotional well-being.
- Address important topics such as consent, healthy relationships, personal identity, and sexual health within a biblical context.
- Encourage pupils to make responsible and informed choices, respecting their own bodies and the dignity of others, while promoting the principles of purity, love, and respect.

Our RSE curriculum for secondary pupils includes, but is not limited to:

- Understanding the physical and emotional changes of puberty.

- Exploring issues of consent and respect within the context of relationships.
- Learning about the consequences of sexual activity, including sexually transmitted infections (STIs) and unplanned pregnancies.
- Exploring identity, including gender and sexuality, in a way that respects each pupil's dignity while upholding our biblical teachings on human relationships.

As a Seventh-day Adventist school, we believe in promoting healthy and respectful relationships, encouraging students to uphold the biblical ideal of purity before marriage, while equipping them with the knowledge to make informed decisions about their health and well-being.

Parental and Pupil Involvement

We take consultation with families very seriously, recognising that parents/carers are the primary educators in their children's lives. **All curriculum materials** related to RSE will be shared with parents upon request. Our approach to RSE is transparent, and we work closely with families to ensure that the teaching complements the values instilled at home.

Pupils will be engaged in consultations about the content and delivery of the RSE curriculum to ensure that the information is relevant to their needs while maintaining a respectful and biblical framework.

6. Delivery of RSE

At Eden Park Academy, RSE is taught within the framework of our values as a Seventh-day Adventist Christian school, reflecting our commitment to fostering respect, compassion, and understanding, in line with our faith. Our approach is designed to ensure that every pupil receives age-appropriate education that supports their emotional, social, and cultural development in an inclusive and respectful manner.

Primary School Approach

Relationships Education For our primary school pupils, the focus is on building the fundamental building blocks and characteristics of positive relationships. This includes:

- **Families and people who care for me:** Understanding the importance of family structures and the different forms they may take, always with sensitivity to individual pupil circumstances.
- **Caring friendships:** Learning the values of kindness, respect, and empathy in friendships.
- **Respectful relationships:** Developing a foundation of respect and understanding for others, including peers, family, and adults.
- **Online relationships:** Promoting safe online behaviour and the importance of boundaries in the digital world.
- **Being safe:** Ensuring pupils are aware of personal safety and know when and how to seek help.

Our primary curriculum does **not** include sex education beyond what is covered in the science curriculum. However, pupils may be prepared for adolescence through lessons on changes in the body, puberty, and personal hygiene.

Secondary School Approach

Relationships and Sex Education For our secondary pupils, RSE focuses on equipping young people with the knowledge they need to form healthy, nurturing relationships of all kinds. This includes:

- **Families:** Understanding the importance of stable family life and respecting the diverse nature of families.
- **Respectful relationships, including friendships:** Promoting respectful and supportive friendships, and understanding what makes a relationship healthy or unhealthy.
- **Online and media:** Discussing the impact of the online world and social media on relationships, as well as how to navigate it safely.

- **Being safe:** Teaching pupils to recognise the importance of personal safety and consent in relationships.
- **Intimate and sexual relationships, including sexual health:** Addressing aspects of sexual health, emphasising abstinence, and the moral and ethical perspectives consistent with our Christian beliefs.

Approach for Pupils with Special Educational Needs (SEN)

RSE will be taught in an inclusive way that considers the developmental stage, individual needs, and learning styles of all pupils, including those with SEN. Teachers will adapt lessons to ensure accessibility for all, and additional support will be provided as needed.

Context of Family Life

In all phases, we approach relationships education with the understanding that family life varies for each child. While we promote the Christian family model, we ensure that there is no stigmatisation of children from diverse family structures, including single-parent families, foster families, and those with LGBT parents, while also being mindful of legal and cultural expectations.

Consideration of Legal and Ethical Issues

We remain mindful of the law and the legal framework in which we operate, ensuring that our RSE programme does not condone or promote illegal activities such as hate crimes, violence, or the misuse of substances.

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
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- 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
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSE policy and hold the headteacher accountable for its implementation. The governing board has delegated the approval of this policy to the headteacher and [relevant committee or governor name]. They are also responsible for ensuring that the policy aligns with the values of Eden Park Academy as a Seventh-day Adventist institution.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, in accordance with our faith-based values, and for sharing resources and materials with parents and carers. The headteacher will also manage requests to withdraw pupils from the [non-statutory/non-science] components of RSE, ensuring that these decisions are handled with sensitivity to parents' wishes and the school's Christian ethos.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a manner that reflects the school's Christian values and is sensitive to the developmental needs of pupils
- Modelling positive attitudes and behaviours consistent with Christian teachings during RSE lessons
- Monitoring pupils' progress in RSE, ensuring lessons are tailored to individual needs
- Responding to questions and concerns with consideration of each pupil's age, maturity, and family background
- Responding appropriately to requests from parents/carers who wish to withdraw their child from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE but can raise concerns about the content or delivery with the headteacher. Teachers who may feel uncomfortable teaching specific aspects of RSE will receive support to align lessons with their personal convictions and the school's values.

Those responsible for teaching RSE at Eden Park Academy include the PSHE Lead, form tutors, and subject-specific teachers, under the direction of the headteacher.

8.4 Pupils

Pupils are expected to fully engage in RSE lessons, demonstrating respect and sensitivity towards others, particularly when discussing sensitive issues. Pupils are also encouraged to reflect on how the teachings of RSE align with the Christian values taught at Eden Park Academy.

9. Parents' Right to Withdraw

Primary School (RSE - Relationships Education Only)

Parents/carers do not have the right to withdraw their child from relationships education. As Eden Park Academy only covers relationships education in primary, no further withdrawal is required.

Secondary School (RSE - Relationships and Sex Education)

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] 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, the school will arrange for them to participate in those lessons, in accordance with their maturity and faith considerations.

Requests for withdrawal should be submitted in writing using the form provided in **Appendix 3**, and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers, ensuring that it is handled with care, and that the reasons for withdrawal are

understood and respected. The headteacher will also outline the alternative school work that will be provided to the pupil during these lessons.

In cases where parents/carers withdraw their child from sex education, the school will ensure alternative learning is in place that aligns with the pupil's educational needs and continues to reflect the ethos of the school.

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.

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 at Eden Park Academy is monitored by **[PSHE Lead/Headteacher]** through a variety of methods, including:

- **Planning scrutinies:** Regular review of lesson plans to ensure alignment with the school's Christian values and statutory requirements.
- **Learning walks:** Periodic observation of RSE lessons to monitor engagement, content delivery, and ensure consistency across year groups.
- **Pupil feedback:** Collecting feedback from pupils to gauge their understanding and the impact of RSE lessons.
- **Parent consultations:** Engaging with parents/carers during and after RSE topics are taught to ensure alignment with family values and expectations.

Pupils' development in RSE is monitored by class teachers and the PSHE Lead as part of our internal assessment system, tracking their understanding and engagement in topics discussed during lessons. This assessment is designed to ensure that students not only comprehend the content but can apply it in a manner consistent with their spiritual and social development.

This policy will be reviewed by **PSHE Lead and head of curriculum annually**. At every review, the policy will be approved by **[the governing board/committee name/governor name/the headteacher]**, ensuring the policy continues to reflect the needs of our school community and the requirements of the law, while upholding the principles of our Adventist faith.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 1 RSE Curriculum Map

Half Term	RSE Topic	Key Objectives	Key Activities/Resources
Autumn 1	Families and People Who Care for Me	Recognising the people in our lives who care for us	Family tree activity, drawing pictures of caregivers
Autumn 2	Caring Friendships	Understanding what makes a friend and how to show care	Friendship role-plays, "Good Friend" badge activity
Spring 1	Respectful Relationships	Identifying respectful behaviour in simple terms	Respect activity worksheets, group discussions
Spring 2	Being Safe	Learning basic personal safety rules	Safety circle time, "safe touch/unsafe touch" role-plays
Summer 1	Online Relationships	Introduction to appropriate online behaviour	Storytelling about online behaviour, drawing "safe" online friends
Summer 2	Being Safe	Reinforcement of personal safety in familiar situations	Role-playing safe vs. unsafe situations

Year 2 RSE Curriculum Map

Half Term	RSE Topic	Key Objectives	Key Activities/Resources
Autumn 1	Families and People Who Care for Me	Appreciating diverse family structures and roles	Family tree crafts, discussing roles of different family members (e.g., grandparents, guardians)
Autumn 2	Caring Friendships	Understanding how to maintain friendships and resolve conflicts	Friendship pledges, role-playing conflict resolution scenarios
Spring 1	Respectful Relationships	Exploring how respect applies to different types of relationships	Drawing respectful behaviour in different contexts (home, school), "Respect in Action" discussion
Spring 2	Being Safe	Understanding personal boundaries and who to trust	"Safe People" poster, identifying trusted adults in different environments
Summer 1	Online Relationships	Developing a deeper understanding of respectful online communication	Creating online safety posters, discussing real-life examples of safe vs. unsafe online behaviour
Summer 2	Being Safe	Learning to assess different safety risks in various situations	Puppet show on safety, role-playing and assessing safety in various situations (e.g., playground, with strangers)

Year 2 RSE Curriculum Map

Term	Topic	Learning Objectives	Learning Outcomes
Autumn 1	Role Models	Identify qualities in role models, understand the importance of positive role models	Pupils can list qualities of good role models and understand how they impact behaviour
Autumn 2	Manners and Politeness	Recognise polite behaviour, explain the value of good manners	Pupils demonstrate polite behaviour and articulate why it is important in society
Spring 1	Friendship	Define friendship, discuss qualities of a good friend, understand relationship dynamics	Pupils identify characteristics of healthy friendships and develop communication skills
Spring 2	Peer Pressure	Define peer pressure, role-play scenarios, differentiate between good and bad pressure	Pupils demonstrate coping strategies for negative peer pressure
Summer 1	Family Dynamics	Recognise different family structures, discuss roles within the family	Pupils express understanding of diverse family structures and advocate family values
Summer 2	Personal Safety	Identify personal safety strategies and discuss personal boundaries	Pupils develop awareness of personal safety and create a personal safety plan

Year 4 RSE Curriculum Map (Relationships Only)

Half Term	Topic	Key Concepts	Main Activities	Learning Outcomes
Autumn 1	Understanding Myself	Personal strengths, setting goals	"All About Me" presentations, Strengths and goals worksheet	Students articulate their strengths and set personal goals
Autumn 2	Healthy Relationships	Recognising qualities of healthy and respectful relationships	Role-play scenarios, Friendship circle discussions	Students identify the characteristics of positive relationships
Spring 1	Forming Healthy Relationships	Characteristics of healthy vs. unhealthy relationships	Role-play scenarios, "Relationship Tree" project	Students learn to distinguish healthy vs. unhealthy relationships
Spring 2	Assertiveness Training	Expressing refusal and setting personal limits	Assertiveness practice through role-playing	Students practice setting personal limits in relationships
Summer 1	Conflict Resolution	Strategies for resolving conflicts in relationships	Conflict resolution role-play activities	Students learn effective strategies for resolving conflicts
Summer 2	Online Safety and Digital Citizenship	Respectful and safe online communication	"Internet Etiquette" discussion, digital footprint analysis	Students deepen their understanding of safe online behaviour

Year 5 RSE Curriculum Map (Relationships Only)

Half Term	Topic	Main Objectives	Learning Outcomes	Activities
Autumn 1	Building Positive Friendships	Understanding positive friendships, trust, respect, and kindness	Pupils will learn about the key characteristics of healthy friendships and how to build trust and respect in relationships.	Role-play scenarios on friendship, "Friendship tree" activity.
Autumn 2	Understanding Family Dynamics	Recognising and appreciating different family structures	Pupils will gain respect for various family dynamics, appreciating their own family's uniqueness and others'.	Family collage presentations, discussions on family diversity.
Spring 1	Online Safety and Media Literacy	Staying safe online and responsible digital use	Pupils will learn about online safety and the importance of digital citizenship, with a focus on protecting personal information and being respectful online.	Digital citizenship agreement, online safety quiz.
Spring 2	Rights and Responsibilities	Understanding personal and civic responsibilities	Pupils will understand individual rights and responsibilities within both personal and community settings.	Rights and responsibilities match game, class constitution creation.
Summer 1	Financial Literacy and Planning	Saving and setting achievable financial goals	Pupils will learn about financial responsibility and setting savings goals.	Savings goal chart, "My dream job" research, and presentation.
Summer 2	Assessment and Reflection	Reviewing relationship topics learned throughout the year	Pupils will reflect on their understanding of relationships, rights, responsibilities, and online safety throughout the year.	Peer assessments, reflective journal entries, and family discussions on key learning points.

Year 6 RSE Curriculum Map (Relationships Only)

Year 6 RSE Curriculum Map

Half Term	Topic Title	Focus Areas
Autumn 1	Understanding Puberty	Pupils learn about the physical and emotional changes associated with puberty, including hygiene practices during these changes.
Autumn 2	Healthy Relationships	Exploration of characteristics of positive relationships, including family, friendships, and respecting diversity within relationships.
Spring 1	Emotional Well-being and Stress Management	Understanding stress management strategies, especially relevant as students transition towards secondary school.
Spring 2	Online Safety and Media Literacy	Ensuring responsible internet use, privacy, and evaluating online information. Focus on maintaining healthy boundaries in online relationships.
Summer 1	Managing Conflict in Relationships	Exploring conflict resolution techniques and understanding the value of maintaining positive friendships through effective communication and empathy.
Summer 2	Transition to Secondary School	Preparing students for the transition to secondary school, focusing on relationships in new environments and how to handle challenges, including peer pressure and relationship dynamics.

Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers

- _ **Opt-In Approach for Sensitive Topics:** After consultation, it was agreed that parents should have the ability to opt their children in or out of certain topics that they feel may conflict with their values. For instance, parents may choose to withdraw their child from certain sex education lessons while allowing them to participate fully in relationships education.
- _ **Respect for Cultural and Religious Beliefs:** Given the diverse cultural and religious backgrounds within the community, the RSE curriculum will be sensitive to the views of Christian families, especially those of the Adventist faith. Lessons will focus on promoting healthy, respectful relationships without promoting values that conflict with Christian or other faith-based beliefs.
- _ **Parental Involvement and Transparency:** Parents will have the opportunity to review all materials before they are presented in class. All resources, lesson plans, and topics will be made available for review at parent meetings, and ongoing consultations will be encouraged.
- _ **Clear Boundaries for Sex Education in Primary:** In primary school, lessons will focus on relationships and personal safety, avoiding detailed discussions on sex education unless deemed essential for the child's well-being and understanding of bodily changes in adolescence. If covered, sex education will be limited to preparing boys and girls for the physical and emotional changes of puberty.
- _ **Support for Families Who Wish to Teach Certain Topics at Home:** The school will respect the decision of families who wish to teach certain elements of the curriculum, such as sex education, in the home setting. The school will offer guidance and support for parents who request it, but the final responsibility for delivering this content will rest with the family.
- _ **Sensitivity to Diverse Family Structures:** While recognizing traditional family structures, the school will teach children to respect and understand different family dynamics in society, without promoting any specific lifestyle that conflicts with the religious or cultural values of the community.