RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY AND PROCEDURE

2026/2027

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Introduction

Young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Unified Academy, we recognise that our students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success.

Relationships and sex education is a key part of helping young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Unified Academy acknowledges that children and young people with SEND may be especially vulnerable to abuse and exploitation. All of our working practices are designed to maximise opportunities for our students: to learn how to be and keep safe; to communicate and be understood through whichever means of communication is most effective for them; to build healthy and enriching relationships; to maximise their potential and achieve ambitious goals within their local communities. Clear, relevant and inclusive RSE plays a crucial part in safeguarding.

This procedure sets out the teaching of relationships and sex education and health education at Unified Academy. For the purposes of this procedure, the term 'Relationships and Sex Education' is used to encompass all of these strands. This procedure should be read in conjunction with our Child Protection, Adult Protection, and Safeguarding Policy and Procedure, and our Safeguarding and Wellbeing Offer. These can all be viewed on the school website and hard copies are available on request from the school office.

Parents of Unified Academy students as well as the staff team were consulted during 2020 on this procedure and invited to give feedback.

We recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that the teaching of RSE at Unified Academy is a collaborative partnership between the school and families, and we will work closely with every family to ensure that their views are heard and that every student can engage with the RSE curriculum.

Our Vision

Unified Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive.

Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE at Unified Academy will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Statutory Guidance

This policy is written with reference to legislation and government guidance including section 34 of the Children and Social Work Act 2017, sections 403, 406 and 407 of the Education Act 1996, the Equality Act 2010, the Public Sector Equality Duty (which 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), and government guidance on relationships and sex education and health education.

At Unified Academy, we teach RSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

Development of this procedure

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the draft procedure and make recommendations.
- Parent consultation – parents were provided with a copy of the draft procedure and invited to feedback, with opportunities for individual follow up discussion with members of SLT.
- Student consultation – we explored student' views about RSE through PSHE Lessons and discussions with Student Council.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

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.

It is not about the promotion of sexual activity but aims to build knowledge and understanding so that young people can make healthy, well-informed choices about their lives and relationships as they grow into adulthood.

Our RSE programme aims to have an impact on both students' academic and social outcomes. PSHE education contributes to our school's statutory duties including the Equality Act (2010) to provide a balanced and broadly-based curriculum. Our PSHE offer addresses substance misuse and its dangers, healthy eating, the importance of physical and mental health citizenship, British values, budgeting and other key skills for life. RSE at Unified Academy will address barriers to learning, raise aspirations, and improve the life chances of all students.

Relationships and sex education is an essential part of all students' education. At Unified Academy, the RSE curriculum enables all students to develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for life.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of students.

From time to time, sensitive issues will be raised by students or parents. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. The issues may concern sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information.

- If a student asks a question during a whole or small group class session, staff will be expected to answer honestly and factually.
- Students' questions will be answered according to their maturity and understanding, with support from parents.
- Staff responses to questions will focus heavily on the importance of healthy relationships.

Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or the Designated Safeguarding Lead.

The response from the member of staff will be appropriate to the student's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a student.

Delivery of RSE

Unified Academy acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, Unified Academy's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of Unified Academy's broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, Unified Academy's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Unified Academy will deliver the content set out in Appendix 1, 2 and 3 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. The lead teacher in each subject area will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

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 safety and awareness
- Keeping themselves and others safe
- Intimate and sexual relationships, including sexual health and informed consent

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 taught within Unified Academy's whole school curriculum. Students also receive stand-alone sex education sessions delivered by a trained health professional. RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

These areas of learning are taught within the context of family life. At Unified Academy we take care to ensure that all family and support structures are represented and discussed, including single parent families, LGBTQ+ families, those headed by grandparents, adoptive parents, foster parents/carers amongst other structures, as well as reflecting other structures of support e.g. looked after children or young carers.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored in a clear, sensitive and respectful manner, recognising that young people may be discovering or understanding their sexual orientation or gender identity. Equal opportunities to explore and celebrate the features of stable and healthy same sex relationships are integrated appropriately into the RSE programme.

Students are informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly.

Students are taught about the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, students are also taught to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk. Internet safety is addressed across all Key Stages.

Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Through RSE we recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. We aim to teach our students not to tolerate or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys". RSE is used as a vehicle to challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. We aim to teach our students that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language.

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be used by all staff with all students.

Unified Academy will share all teaching materials and resources with families on request. We may amend our curriculum content to respond to the needs and context of our pupils/students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and make resources available to view.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

The Law

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.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- 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)

For more information about our curriculum, see our curriculum map in Appendix 1.

Safeguarding and confidentiality

When teaching any sensitive topic such as RSE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who

deliver any of our Relationship Education or Relationships and Sex Education Programme have statutory training around safeguarding children and are aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow safeguarding procedures as set out in our Child Protection, Adult Protection & Safeguarding Policy.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The school will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

Use of external organisations and materials

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

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'/students' 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

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

Roles and responsibilities

The Local Governing Body (LGB)

The LGB will hold the Principal to account for the implementation of this procedure, through updates at termly LGB meetings as well as portfolio activities undertaken in order to provide support and challenge.

This procedure will be reviewed and approved annually by the LGB.

The Principal

The Principal, with the support of the Senior Leadership Team, will ensure that:
- A suitable approach to the teaching and evaluation of RSE is in place within the school, informed by regular consultation with pupils/students, staff and families and compliant with all relevant requirements e.g. equality duties.
- Requests to withdraw pupils from (non-statutory) components of RSE (see section 6) are managed appropriately.
- Ensure all staff are aware of and abide by the policy, this RSE Procedure and related documentation.

Staff

All staff are responsible for:
- Ensuring that they are familiar with and adhere to this procedure, the RSE policy and all other relevant policies and procedures.
- Delivering RSE in a sensitive way.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Monitoring student progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.
- Understanding the relationship between RSE and safeguarding, including how to manage any safeguarding concerns that may come to light during the course of RSE provision being delivered, and how to maintain appropriate confidentiality.

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 Principal.

All teachers are teachers of RSE, regardless of their subject.

Students

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

Parents

We know that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at Unified Academy through mutual understanding, trust and co-operation. In promoting this objective all parents will be:

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education.
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education.
- Able to discuss any questions or curriculum queries directly with the school.

Parents should be reassured that the personal beliefs and attitudes of individual staff members will not influence the teaching of RSE.

Parents' right to withdraw

Parents have the right to withdraw their children 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 rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil/student's specific vulnerability, the Principal can refuse a request to withdraw the pupil/student from sex education.

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

Training

Staff are trained on the delivery of RSE as part of their induction and updates are included in our continuing professional development calendar.

The Principal 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.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through the Teacher Evaluation Schedule monitoring process: lesson observations, book scrutinies, learning walks and learning environments.

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

This policy will be reviewed and approved annually by the Principal and the Local Governing Body.

Guidance for parents/carers

Relationships, sex and health education: guides for parents
https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

PSHE Association
www.pshe-association.org.uk

Sex Education Forum
https://www.sexeducationforum.org.uk/

Brook – Healthy lives for young people
https://www.brook.org.uk/

Unified Academy PSHE Learning Journey

To stay safe and healthy and prepared for life's opportunities

Post 16 Destination

Students achieve a BTEC Level 1 qualification in Personal Growth and Wellbeing

YEAR 11 Qualification

Future roles and setting goals

Identify motivators in life and understand the importance of setting goals (SMART, short-term, medium-term, long-term). career choices, including job satisfaction, work-life balance, and exam results. Job roles, career paths, and the skills/qualifications required, creating a personal progression plan.Develop a SWOT analysis for future career paths, identifying opportunities and necessary experiences.

Making Money work for me !!

Evaluate financial fitness based on case studies, including financial products and budgeting. Needs wants, income, and various financial products. Apply numeracy skills to create a budget and assess value for money. Analyse good and bad debts, understanding their impact on financial decisions. Explore the effects of financial decisions on mental health and wellbeing and identify sources of financial advice.

Our world Our future

Identify environmental issues (climate change, pollution, deforestation, etc.) and their impact on the planet. Create and present a project on a chosen environmental issue, including key impacts and solutions. Investigate environmental campaigns, famous environmentalists, and related organisations.

This is me !!

Outline the most influential person in their life and describe personal identity. Personal identity.Peer pressure, body shaming, and stereotypes, considering their effects. Analyse personal challenges. Identify a suitable role model and describe the qualities and challenges they represent. Reflect on personal changes and the factors contributing to a successful life, including the importance of compromise and negotiation in social interactions.

YEAR 10 Qualification

Lets Talk About

Outline positive and negative aspects of physical, social, emotional development, and health. Intimate relationships. Explain consent and its components: agreement, freedom of choice, capacity, and legal age. Research STIs and their impact on relationships and health. Explore the effects of alcohol and drug use on individuals, relationships. Research LGBTQIA+ topics and puberty-related changes in the body.

Skills for Social Success

Identify and describe key relationships concepts. Summarise the benefits of relationships on wellbeing Identify skills for developing healthy relationships and describe their nature .Identify skills for developing healthy relationships .Define stereotypes, prejudice and ways to challenge discrimination.

I've got a feeling

Categorise and research emotions, mental health and wellbeing. Identify positive and negative emotions explore anxiety and depression. Analyse real-life casestudeirs and symptoms related to mental health.Explore ways to improve emotional wellbeing

Fitter healthier Happier

Define physical health and wellbeing
Review and assess personal physical health
Identify factors that support or hinder a healthy lifestyle
Review a case study
Understand the importance of sleep
Research the impact of smoking and alcohol
Explore drugs, their consequences debate their use

YEAR 9 BTEC Qualification

Online safety

Define online safety and communication. Recognise online grooming. Respond and seek support.Categorize the

Discrimination

Discuss influences on beliefs and decisions. Discrimination in all its forms, including racism, religious, disability, sexism, homophobia, biphobia and transphobia

Community & Careers

Explore opportunities in careers and life choices. How to challenge stereotypies and discrimination in relation to work and pay.

Identity & Relationships

Identify qualities of positive, healthy relationships. Explore gender identity, sexual orientation and consent, 'Sexting', revenge porn and an introduction to contraception.

Emotional Wellbeing

Discuss attitudes towards mental health and how to promote wellbeing and healthy coping strategies e and coping strategies

Drugs & Alcohol

Identify substance use ,legal illegal drugs. Assess the risks of alcohol , tobacco, nicotine and vaping.

YEAR 8

Financial Decision making

Explore how to make safe financial choices. Saving/Borrowing Budgeting.

Diversity

Learn about identity ,rights diversity, prejudice and bullying. How to challenge prejudice, stereotypes and discrimination

Developing skills & Aspirations

To explore different careers and the abilities and qualities and skills needed.

Building Relationships

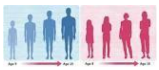
Identify Self-worth Relationship boundaries and the importance of consent and boundaries

Health & Puberty

Discuss healthy routines puberty and managing changes in our bodies Influences on health Puberty

Transition & Safety

Discuss how to keep yourself safe in & outside of school Manage friendships And emotions



YEAR 7

Media Literacy & digital resilience

Evaluating media sources :sharing things online

Safe Relationships

Recognising & managing pressure: consent in different situations

Money & Work

Influences & attitudes to money: money & financial risks

Families & friendships

Name the different family relationships and structures. Positive friendships and the impact of bullying and how to seek help

Growing & changing

Discuss puperty and human reproduction & birth and changes in our bodies

Transition & Safet

List how to stay safe . Follow rules ask for help, be kind, set boundaries ,

YEAR 6

Families and people who care for me	**Students should know:** • 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 for them. • 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/civil partnership 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	**Students should know:** • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	**Students should know:** • 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. • 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	**Students should know:** • 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	**Students should know:** • 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 who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having

	the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

Relationships and Sex Education Content (Secondary)**: Appendix 3**

Unified Academy will continue to develop knowledge on topics specified and cover the following content by the end of secondary:

Families	**Students should know:** • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 parent/carers/carers with respect to the raising of children. • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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	**Students should know:** • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • 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 tolerance and respect to others and others' beliefs, including people in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and Media	**Students should know:** • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • 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 often 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 against the law. • how information and data is generated, collected, shared and used online.
Being safe	**Students should know:** • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).
Intimate and sexual relationships, including sexual health	**Students should know:** • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, 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 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. • how 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.