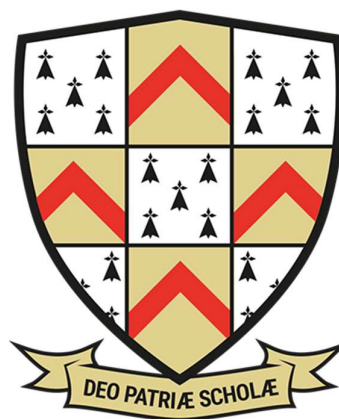


# Relationships and Sex Education Policy (from 2023)

King Edward VI School Lichfield



KING EDWARD VI  
SCHOOL LICHFIELD

<b>Original version</b>	<i>Ratified on 17.06.21, now superseded</i>
<b>To be reviewed by:</b>	<i>RSE Lead Teacher</i>
<b>Governors' review:</b> Summary of changes: Ratified by: Date:	<i>Ratified without amendments Student &amp; Staff Welfare Committee 15.06.23</i>
<b>Version:</b>	<i>FINAL</i>
<b>Dissemination:</b> Teams policy folder KES website Other	<i>✓ ✓ ✓ KES All Staff Team</i>
<b>Next review:</b>	<i>Summer 2025</i>

<b>Contents</b>		<b>Page</b>
1	Aims	2
2	Statutory Requirements	3
3	Policy Development	3
4	Definition	3
5	Curriculum	4
6	Delivery of RSE	4
7	Roles & Responsibilities	5
8	Parents' Right to Withdraw	6
9	Training	6
10	Monitoring Arrangements	6
Appendix 1	By the end of Secondary School Pupils Should Know	7
Appendix 2	Curriculum Map	11
Appendix 3	Sex Education in the PSHE Curriculum at KES Lichfield	15
Appendix 4	Staff with Responsibility for teaching RSE	17

---

## 1. Aims

We want everyone in school to develop to their full potential; it is our job to ensure that students leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others.

We are a learning community with a positive, inclusive and friendly environment where we take the time to get to know our students so we can support their learning and their personal development. We seek to develop a strong partnership between students, parents and the school to enable this to take place. We encourage all stakeholders to involve themselves in the wider life of the school and its community.

Our overriding aim is to provide the highest quality education for all students. Our commitment is to help each young person to make the most of their abilities, building their character and developing their life skills. Students are challenged to do their best and are supported to ensure that they make good progress. In return we expect a commitment to high standards of effort and behaviour.

We wish to ensure that students receive appropriate care and support at school.

No matter a pupil's gender identity, sexual orientation or background, we will aim to support them and help them to develop their understanding of all RSE themes.

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.

- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. Statutory Requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#). Appendix 1 outlines what secondary pupils should know.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and development process involved redrafting and amending the policy after each of the following steps:

1. Review – a working group collated all relevant information including relevant national and local guidance.
2. The first draft of the policy was shared with SLT (through an SLT meeting) 2018.
3. Pupil consultation – what pupils want from their RSE was investigated through anonymous questionnaires sent to students, starting with years 7, 9 and 12.
4. Parent/stakeholder information – year 7 parents and guardians were given information through year 7 induction and all parents given access to the RSE policy via the school website.
5. Staff information – staff were given the opportunity to look at the policy via briefing notes and make recommendations.
6. The penultimate draft of the policy was shared with SLT (through an SLT meeting) 2019.
7. Ratification – once amendments were made, the policy was shared with Governors and ratified.
8. Policy reviewed May 2021 by RSE Lead.
9. Policy reviewed May 2023 by RSE Lead and PSHE Lead
10. Due to the upcoming review by the DfE on Statutory Relationship and Sex Education this policy will be reviewed in April 2024

## 4. Definition

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Relationships education is learning about the physical, social, legal, and emotional aspects of Human relationships, including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

## 5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

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

For more information about our curriculum, see our curriculum map in Appendix 2.

## 6. Delivery of RSE

RSE is taught through the tutor programme and curriculum enhancement days and forms part of the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE). A number of other departments complement the RSE curriculum in a variety of year groups with additional content (Appendix 2).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and developing a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### 6.1 RSE and SEND

All children should be able to access RSE to develop as a young person. Students with SEND may have greater difficulty accessing RSE curriculum, due to the nature of some SEND conditions (social, emotional and mental health needs or learning difficulties). To help all children gain skills and knowledge associated with RSE, including those with SEND access:

- Good practice for all is good practice for SEND - ensure all topics and resources are age appropriate and clearly explain all concepts.
- Never assume current levels of knowledge; RSE lessons should start with checking current knowledge.
- To improve understanding of the needs of all students, a student voice will be set up and will include students with SEND to investigate what works well (and what does not) in teaching RSE and what knowledge is most needed.

## **7. Roles and Responsibilities**

### **7.1 The Governing Board**

The governing board has delegated the approval of this policy to student/staff welfare committee. The governing board will hold the headteacher to account for the implementation of this policy.

### **7.2 The Headteacher**

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

### **7.3 The RSE Lead Teacher**

The RSE Lead (with the support of the PSHE lead) is responsible for overseeing the delivery of RSE, through monitoring lessons and identifying and supporting the training needs of staff.

### **7.4 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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.

A list of Staff responsible for delivering RSE can be found in Appendix 4.

### **7.5 Pupils**

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

## 8. 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 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 and take appropriate action.

The Headteacher may delegate discussions with parents to the Lead Teacher for RSE.

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

For definitions of non-statutory sex education see Appendix 3.

## 9. Training

Where possible the lead teacher for RSE will undertake appropriate training. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar and specifically as part of PSHE planning and preparation meetings.

Visitors from outside the school, such as school nurses or sexual health professionals, may provide support and training to staff teaching RSE.

## 10. Monitoring Arrangements

The delivery of RSE is monitored by the lead teacher for RSE through:

- Feedback from teaching staff regarding effectiveness of resources.
- Learning walks (when possible and appropriate).
- Pupils' development in RSE will be monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the lead teacher(s) for RSE annually and amendments made if necessary. At every review, the policy will be approved by the headteacher, if significant changes are made the student/staff welfare committee of the governing board will approve the changes.

## Appendix 1: By the end of Secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• What marriage is, including their legal status eg. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material eg. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Appendix 2: Curriculum Map

Science			
KS3	<b>Year 7</b> <b>Human Body:</b> Reproductive organs and puberty, sex and reproduction, pregnancy and foetus development.	<b>Year 8</b> No relevant content	<b>Year 9</b> Stem cells, specialised cells e.g. sperm cells and egg cells.
KS4	<b>Year 10</b> No relevant content	<b>Year 11</b> Menstrual cycle, hormones in the menstrual cycle, fertility drugs, IVF, contraceptive pill hormones, principles only of contraceptive methods and genetic engineering.	
KS5	<b>A-level Biology</b> Menstrual cycle hormones		

## Religious Studies

Since 2018-19 all KS4 pupils have been studying long course Religious Studies with the following content:

- Relationships and Families
- Key philosophical and ethical concepts:
- Fidelity
- Understandings of sexuality
- Ethical modes of relationship
- Christian attitudes towards the role and purpose of the Christian family
- Christian attitudes towards the importance and purposes of marriage
- Significance of beliefs and teachings reflected in a Christian marriage ceremony
- Reasons for differences in practice
- Same-sex marriage
- Consideration of beliefs, teachings and attitudes relating to:
- Civil partnership
- Pre-marital sex
- Cohabitation
- Celibacy
- Contraception
- The ethics of divorce, annulment and remarriage
- Men and women
- Key philosophical and ethical concepts:
- Equality of men and women
- Freedom of choice and restrictions on it
- Duty to family and community
- Consideration of beliefs, teachings and attitudes relating to the roles of men and women in:
- Christian family relationships
- Christian communities
- Religious upbringing of children

	KS3	KS4	KS5
<b>Accountancy and Economics</b>	-----	-----	No relevant content covered.
<b>Art</b>	No relevant content	No relevant content	No relevant content
<b>Business</b>	-----	No content covered, other than if a company studied sells relevant products or services, e.g. condoms.	No content covered, other than if a company studied sells relevant products or services, e.g. condoms.
<b>Design &amp; Technology</b>	No relevant content	No relevant content	No relevant content
<b>Drama</b>	The following topics can be explored through stimulus material; discussing family relationships, respect for others, building healthy relationships, building empathy with others, wellbeing and safety online.		
<b>English</b>	In English throughout Key Stage 3, 4 and 5 students will be invited to consider the actions and motives of characters in literature including novels, plays and poetry. As part of this discussion they will consider relationships and their impact. Students will also be analysing non-fiction texts which may consider a number of topics for students to reflect on and analyse. As part of their written and spoken curriculum they will be asked to articulate their views and opinions on a range of topics, this could include relationships with others.		
	Key Stage 3 – No specific texts	Texts which will involve power and relationships would include: <ul style="list-style-type: none"> <li>• An Inspector Calls – power and relationships, class and the impact on relationships</li> <li>• Romeo and Juliet – romantic relationships, family relationships</li> <li>• Power and Conflict Poetry</li> </ul>	Texts which will involve power and relationships would include: <ul style="list-style-type: none"> <li>• English Literature: Hamlet, Othello, Atonement</li> <li>• English Language – Language and Gender</li> </ul>

Health & Social Care		<ul style="list-style-type: none"> <li>Relationships through life stages.</li> <li>Body and hormonal changes in life stages.</li> <li>Unexpected and expected life events e.g. Pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships through life stages.</li> <li>Body and hormonal changes in life stages.</li> <li>Unexpected and expected life events e.g. Pregnancy.</li> </ul>
History	No relevant content	No relevant content	<p>American History</p> <ul style="list-style-type: none"> <li>Changing roles of women; contraception and feminism.</li> <li>Protest movements; gay rights.</li> </ul>
ICT	<ul style="list-style-type: none"> <li>Appropriate behaviour around self – own passwords etc.</li> <li>Being a good digital citizen.</li> <li>Cyberbullying</li> <li>Potential dangerous online behaviours.</li> <li>Recognise impact on your own digital reputation.</li> <li>Discussing outcomes of dangerous behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Chatrooms</li> <li>Digital Footprint</li> <li>Sexting</li> <li>Laws around copyright, intellectual property rights.</li> </ul>	<p>Understand ethical and operational issues and threats to computer systems</p> <p>5.1 Ethical issues, i.e.:</p> <ul style="list-style-type: none"> <li>whistle blowing</li> <li>disability/gender/sexuality discrimination</li> <li>use of information</li> <li>codes of practice</li> <li>staying safe online</li> </ul> <p>5.3 Threats, i.e.:</p> <ul style="list-style-type: none"> <li>phishing</li> <li>hacking</li> <li>virus</li> <li>Trojan</li> <li>interception</li> <li>eavesdropping</li> <li>data theft</li> <li>social engineering</li> </ul> <p>4. Understand the legal and regulatory framework governing the storage and use of global information</p> <p>4.1 UK legislation and regulation relating to the storage and use of information</p> <p>6. Understand the principles of information security</p>
Geography	<ul style="list-style-type: none"> <li>Population and migration- natural increase,</li> <li>role of women in countries of different development and contraception linked to birth rates.</li> <li>China- One Child Policy</li> <li>Crime- types of crime including against persons</li> </ul>	<ul style="list-style-type: none"> <li>Economic Development- Birth rates and causes for differing birth rates and infant mortality rates.</li> </ul>	No relevant content covered.

<p style="text-align: center;"><b>Psychology</b></p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans, including the role of the father.</li> <li>• The influence of early attachment on childhood and adult relationships.</li> </ul> <p><b>Relationship Psychology</b></p> <ul style="list-style-type: none"> <li>• The relationship between sexual selection and human reproductive behaviour.</li> <li>• Theories of romantic attraction.</li> <li>• Theories of romantic relationships.</li> <li>• Virtual relationships in social media.</li> <li>• Parasocial relationships and explanations of parasocial relationships.</li> </ul> <p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Psychological explanations and therapies, including the effects of family dysfunction and the use of family therapy.</li> </ul>
<p style="text-align: center;"><b>Sociology</b></p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p><b>Families and households</b></p> <ul style="list-style-type: none"> <li>• Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course.</li> </ul>

### Appendix 3: Sex Education in the PSHE Curriculum at KES Lichfield

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
<p>Contraception</p> <ul style="list-style-type: none"> <li>- Types of contraception and how it works</li> </ul>	<p>'The facts about the full range of contraceptive choices, efficacy and options available' is under secondary RSE subheading intimate and sexual relationships including sexual health.</p> <p>Covered in National Curriculum Science: Key Stage 4 science includes 'hormones in human reproduction, hormonal and non-hormonal methods of contraception'.</p> <p>Note: Contraception can be used for medical reasons separate from preventing conception, and this could come up as part of Health Education in relation to changing adolescent body and menstrual wellbeing.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concept can be explained at primary.</p>
<p>Sexually Transmitted Infections</p> <ul style="list-style-type: none"> <li>- Transmission</li> <li>- Prevention including safer sex</li> <li>- Testing</li> </ul>	<p>STIs are part of secondary RSE subheading 'intimate and sexual relationships including sexual health', which covers transmission, prevention, safer sex and testing.</p> <p>STIs are included in National Curriculum Science at Key Stage 4 ('communicable diseases including sexually transmitted infections in human including HIV/AIDS').</p> <p>STIs could be covered as part of Health Education, where it would be more likely that STIs are given as examples of bacteria and viruses as part of secondary Health Education: 'about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics'.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concept can be explained at primary.</p>
<p>Human sexual response and sexual feelings</p> <ul style="list-style-type: none"> <li>- What happens physically e.g. increased heart-rate, pupils dilate, how erections occur, production of vaginal mucus as part of sexual response, hormones, sexual attraction</li> <li>- Orgasm, sexual pleasure</li> <li>- Masturbation</li> <li>- Managing sexual feelings and sexual desires, which cannot always be acted on</li> </ul>	<p>Not specifically covered in Government RSHE guidance.</p> <p>Aspects of human sexual response relate to human sexual reproduction, which may be covered in secondary science which includes 'the structure and function of the male and female reproductive organs' at Key Stage 3.</p> <p>Aspects of human sexual response are likely to be touched on as part of puberty under Health Education, 'changing adolescent body'.</p>	<p>Sex Education</p> <p>Science</p> <p>Health education</p>	<p>Secondary, though basic concepts such as what it feels like to fancy someone and that masturbation begins during puberty for many people might be covered at primary</p>

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Human sexuality, sexual identity, including sexual orientation.	This is an overarching concept to support secondary sex education.  Government guidance expects that LGBT content is integrated and that LGBT is covered in secondary.	Sex education, but with some natural overlap with Relationships Education.	Secondary, though concepts such as what it feels like to fancy someone can be covered at primary and must be taught inclusively.
Choices relating to sex - why people have sex - influences on having sex - sexual competencies (communication with partner, readiness, safer sex)	There are several references to understanding choices relating to sex under secondary RSE subsection: 'intimate and sexual relationships including sexual health'.	Sex education but with some natural overlap with Relationships Education e.g.	Secondary
Definitions of sex and the law: - What is sex - What are sexual activities - Sexual consent - Sex and the law	Secondary RSE includes sexual consent under 'Being safe', both definitions: 'the concepts of, and laws relating to, sexual consent', and consent in 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)'.  It is important that pupils have sufficient information to define sex and sexual activities to understand sex and the law.	Sex education but with some natural overlap with Relationships Education e.g. 'how people can actively communicate and recognise consent from others'.	Secondary, but some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies – see Relationships Education 'Being Safe'.
Pornography	Secondary RSE includes under 'Online and media', pupils should know 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours...'	Sex education but with some natural overlap with Relationships Education.	Secondary, but at primary pupils need to know basic rules re seeking help from an adult if they encounter images or videos of people naked online.



#### Appendix 4: Staff with Responsibility for Teaching RSE at KES Lichfield

Miss R Baggott	Head of PSHE
Mrs H Weaver	Lead Teacher RSE
Mr J Vyse	Learning Technologies Coordinator
All staff with responsibility for a Form Group deliver RSE through timetabled PSHE time.	