



# Relationship and Sex Education Policy

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at Alder Community High 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils understand consent, personal boundaries, and respectful relationships.
- Provide pupils with knowledge about online safety, including sexual content and online relationships.
- Support pupils in developing emotional literacy, resilience, and self-confidence to navigate relationships safely.
- Promote a culture of equality, inclusion, and respect for diversity, including sexual orientation, gender identity, and cultural backgrounds.
- Enable pupils to make informed, safe, and responsible choices about their relationships, health, and wellbeing.
- Encourage open communication with trusted adults, including parents and carers, about relationships and sexual health.
- Provide pupils with age-appropriate understanding of death, dying, loss, and bereavement, including emotional responses, coping strategies, and ways to seek support.

## 2. Statutory requirements

At Alder Community High School, we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils under section 34 of 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## 3. Policy development

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

1. Review – a working group collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers provided with a draft copy of the policy and were invited to feedback to the PD lead.
4. Parents/carers had the opportunity to meet with the PD lead to further discuss the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

For the purpose of this policy:

- RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, personal identity, and understanding of death, dying, loss and bereavement.
- RSE involves a combination of sharing information, exploring issues, and considering values.
- RSE is not about the promotion of sexual activity.
- RSE supports pupils to develop resilience, emotional literacy, and the skills to make informed, safe, and responsible choices.

## 5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and considering the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online which could be misleading.

We will share all curriculum materials with parents and carers via the school website.

## 6. Delivery of RSE

- Lessons will be delivered in form groups by form tutors or appropriately trained staff each week.
- We consider the needs of all pupils, including those with special educational needs and disabilities (SEND).
- Pupils are informed of the subject of the lesson in advance, to pre-empt the week ahead, and give them the opportunity to ask questions or speak to staff if a topic is of a sensitive or concerning nature.

During each year the RSE covers:

- Year 7- Hygiene and puberty, consent, healthy relationships and dealing with conflict, bullying, online safety, respecting different relationships and the laws around discrimination.
- Year 8- Consent, body image, online safety and the dangers of grooming, self awareness and sensitivity to others, female genital mutilation, respecting different relationships and the laws around discrimination.
- Year 9- Consent, healthy/ unhealthy relationships, coercive control, contraception and safe sex, the dangers of child sexual exploitation and grooming, hate crime, staying safe online and the consequences of risky behaviours online, respecting different relationships and the laws around discrimination.
- Year 10- Consent, managing conflict, forced and arranged marriages and the law in the UK, stalking and harassment, coercive control, sexism and gender prejudice, role models and their influences, challenges of being a new parent, contraception and safe sex, positive healthy relationships including friendships, respecting different relationships and the laws around discrimination.
- Year 11- Healthy/ unhealthy relationships, social pressures, body image and body shaming, dangers of sharing intimate images and the laws around this, keeping safe online, coercive control, respecting different relationships and the laws around discrimination.

RSE is primarily taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and aspects linking to faith are included in religious education (RE).

Alder Community High School will:

- Ensure core knowledge is sectioned into units of manageable size
- Ensure the required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Ensure teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Include age-appropriate guidance on death, dying, loss, and bereavement, linked to the statutory 2026 RSE guidance.
- Ensure opportunities for pupils to reflect on emotional wellbeing, coping strategies, and support networks when discussing sensitive topics.
- Make explicit links to safeguarding, so pupils understand who to approach if they are worried or affected by a topic.
- Emphasise equality, diversity and inclusion throughout lessons, making sure all pupils, regardless of gender, sexual orientation, cultural or religious background, are included and represented.
- Use consistent, clear language around the law to reinforce safe behaviours and pupils' rights/responsibilities.
- Ensure opportunities for parent/carer engagement, including signposting resources or optional Q&A sessions about sensitive topics.
- Structured opportunities for small group or 1:1 discussion for sensitive topics.
- Use of scaffolded questioning and reflection exercises to allow pupils to engage at their own level.
- Cross-curricular links where appropriate, e.g., Science, RE, PSHE, and Careers.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships

- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects. The RSE curriculum will be delivered by the pupils form tutor or appropriately trained Alder staff member.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Alder Community High School will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. Parents and carers are informed of lesson content via the Curriculum Overviews on our website.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences and female genital mutilation (FGM)
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. Parents and carers may be informed of any deviation from our published policy and we are able to share any relevant materials on request. Whole school and year group announcements may be made via Class Charts or letter.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across Alder Community High 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.

## 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 individual needs of pupils

## 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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and key stage appropriate, 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' 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
- Empower teachers that they can say "no" or, in extreme cases, stop a session
- Make sure a teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers on request

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

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

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

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Be aware of and adapt to the needs of individual students
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia, LGBTQ+phobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Rachel Anderson.

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. All teaching staff are involved in delivering RSE and led by the lead for Personal Development and are also supported by the Senior Leadership and Culture teams.

### **8.4 Pupils**

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

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

Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil 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 headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. Requests will be discussed with parents/carers and appropriate action taken.

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

If this is the case, consultation with parents/ carers and other agencies can be made.

Alternative schoolwork will be given to pupils who are withdrawn from sex education which may include work focused on independent learning strategies linked to core subjects.

## **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, Personal Development and Culture team to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum Leader for Personal Development through lesson visits, learning walks, book looks and feedback from staff/ pupils.

Pupils' engagement and behaviour in RSE is monitored by class teachers as part of our internal reporting systems.

This policy will be reviewed by Mr White (Deputy Headteacher, Culture) and Miss Marsh (CL for Personal Development). At every review, the policy will be approved by the governing board and SLT.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	CONTENT
Year 7	<ul style="list-style-type: none"><li>• To know how to have a respectful discussion about sensitive topics</li><li>• To know how to use inclusive and non-judgemental language</li><li>• To know that all people experience different emotions</li><li>• To know how to agree to and follow a class contract</li><li>• To know that all people experience changes during puberty and know what these changes are<ul style="list-style-type: none"><li>• To know how to eat a balanced and healthy diet</li><li>• To know how to manage the different emotions and feelings</li><li>• To know that hygiene is important and what hygiene is</li><li>• To know how to manage these bodily changes during puberty and learn strategies to do this</li></ul></li><li>• To know what and why parts of the body need to be kept hygienically clean<ul style="list-style-type: none"><li>• To know that cyber crime is serious and where to get help and advice</li><li>• To know how to make good decisions that keep me safe online</li><li>• To know what Pride is, why it is celebrated and why it is important to celebrate and respect diversity</li><li>• To know how to celebrate diversity and think about how we can support diversity in our school and the wider community</li><li>• To know what bullying is and know what is and is not acceptable behaviour towards others</li><li>• To know how to treat others in our school community with respect and where to seek help with concerns about bullying in and out of school</li></ul></li></ul>
Year 8	<ul style="list-style-type: none"><li>• To know that rights and freedoms are things everyone in the UK should get such as the right to an education, family, shelter, healthcare.</li><li>• To know that consent is important and what this means legally and ethically</li><li>• To know how to recognise when a person is consenting or not and how to seek consent from another person</li><li>• To know how to explain how consent is given/ not given</li><li>• To know that body image is the way we perceive ourselves and the impact this can have on us</li><li>• To know how to recognise the effects of body image on my mental health</li></ul>

YEAR GROUP	CONTENT
	<ul style="list-style-type: none"> <li>• To know about the issues around online safety and grooming and its impact on people</li> <li>• To know how to use this information to keep myself safe online</li> <li>• To know what pride is, why it is celebrated and why it is important to celebrate and respect diversity</li> <li>• To know how to celebrate diversity and think about how we can support diversity in our school and the wider community</li> <li>• To know what social media is and can identify the risks associated with using social media platforms</li> <li>• To know how to avoid the risk of using social media and know how to use social media responsibly</li> <li>• To know what FGM is</li> <li>• To know how to access help and support with any concerns about female genital mutilation</li> <li>• To know what cancer is, how it develops in the body and how it is treated</li> <li>• To know how we can take preventative measures to stay healthy and where to get support if anyone around us is affected by cancer</li> <li>• To know what self-awareness and sensitivity is and the importance of this</li> <li>• To know how we can sensitively handle strong emotions, to be more self-aware and sensitive towards others</li> <li>• To know what self-confidence is and the importance of this when working towards personal goals</li> <li>• To know how to apply different strategies to help build self confidence</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• To know that there needs to be ground rules in SRE lessons</li> <li>• To know how to apply the ground rules in discussion about SRE in PD lessons</li> <li>• To know the concept of consent and the laws relating to it</li> <li>• To know how to actively communicate and recognise consent</li> <li>• To know the indicators of a healthy and unhealthy relationship</li> <li>• To know how to safely form and maintain healthy relationships</li> <li>• To know what safe sex is and what different methods of contraception is available</li> <li>• To know what child sexual exploitation is and the dangers</li> <li>• To know how to get help if I have relationship/ consent/ child sexual exploitation concerns</li> <li>• To know how to minimise the risk of becoming a victim of child sexual exploitation</li> <li>• To know what pride is, why it is celebrated and why it is important to celebrate and respect diversity</li> </ul>

YEAR GROUP	CONTENT
	<ul style="list-style-type: none"> <li>• To know how to celebrate diversity and think about how we can support diversity in our school and the wider community</li> <li>• To know what qualities and behaviours we should expect in positive and healthy friendships</li> <li>• To know how to show these qualities to maintain positive and healthy friendships in my life</li> <li>• To know about different risky behaviours online and how they can affect a person's reputation</li> <li>• To know how to handle pressure to share things online</li> <li>• To know what hate crime is and how the law is applied differently to hate crime</li> <li>• To know the impact of hate crime and how to seek help if concerned about hate crime</li> <li>• To know ways to reduce risk and how to make risk assessments</li> <li>• To know how to use this information to make good choices around risk and keep myself safe</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• To know different strategies to manage conflict</li> <li>• To know how to use strategies to manage conflict in my own life</li> <li>• To know what forced marriage and arranged marriages are.</li> <li>• To know what the law says about forced marriage and how someone can seek support if they are being forced to marry against their will</li> <li>• To know what stalking and harassment is and the impact of this on people</li> <li>• To know what UK law says about stalking and harassment and how to get help if needed</li> <li>• To know what sexism is and gender prejudice are.</li> <li>• To know the issues that prejudice can cause for people and society.</li> <li>• To know how role models influence us</li> <li>• To know how we can be more realistic and positive about the way we view ourselves</li> <li>• To know the challenges of being a new parent and consequences of having children and to know how to use this information to make the right choices for me in my life</li> <li>• To know what safe sex is and what different methods of contraception is available</li> <li>• To know how social media can affect our self-esteem and expectations how to manage these feelings</li> <li>• To know what Pride is, why it is celebrated and why it is important to celebrate and respect diversity</li> <li>• To know how to celebrate diversity and think about how we can support diversity in our school and the wider community</li> </ul>

YEAR GROUP	CONTENT
	<ul style="list-style-type: none"> <li>• To know what qualities and behaviours we should expect in positive and healthy friendships</li> <li>• To know how to show these qualities to maintain positive and healthy friendships in my life</li> <li>• To know what mutual respect and tolerance are</li> <li>• To know how to treat others with respect and use inclusive and respectful language</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• To know what body shaming is</li> <li>• To know the consequences of body shaming</li> <li>• To know how to be more body positive towards myself and others</li> <li>• To know what the long and short term consequences are of sharing intimate images</li> <li>• To know how to prevent becoming a victim of revenge porn and what to do and where to get help if I/ someone I know does.</li> <li>• To know what makes a healthy and unhealthy relationship</li> <li>• To know how to identify unhealthy aspects of a relationship like coercive control and know how and where to get help if this is needed</li> </ul>

## Appendix 2: 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 wellbeing, and their importance for bringing up children</li> <li>That forced marriage and marriage before the age of 18 are illegal</li> <li>How families and relationships change over time, including through birth, death, separation and new relationships</li> <li>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</li> <li>How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</li> <li>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers.</li> <li>Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> <li>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</li> <li>What tolerance requires, including the importance of tolerance of other people's beliefs</li> <li>The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</li> <li>The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</li> <li>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• Pupils should be equipped to recognise misogyny and other forms of prejudice</li> <li>• How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</li> <li>• How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</li> <li>• How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers</li> </ul>
Online safety and awareness	<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 they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</li> <li>• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened, there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</li> <li>• About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</li> <li>• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</li> <li>• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</li> <li>• About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> <li>• Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</li> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</li> <li>• That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</li> <li>• That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</li> <li>• That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</li> <li>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</li> <li>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</li> <li>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</li> <li>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</li> <li>About concepts and laws relating to: <ul style="list-style-type: none"> <li>Sexual violence, including rape and sexual assault</li> <li>Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</li> <li>Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>Forced marriage</li> <li>Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> </li> <li>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> <li>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful</li> <li>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</li> <li>About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</li> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>That some sexual behaviours can be harmful</li> <li>The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</li> <li>That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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)</li> <li>About the prevalence of STIs, the short and long-term 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 people to take risks in their sexual behaviour</li> <li>How and where to seek support for concerns around sexual relationships including sexual violence or harms</li> <li>How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Form	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Specific learning you wish to withdraw your child from (Linked to Appendix 1 + 2)			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken.