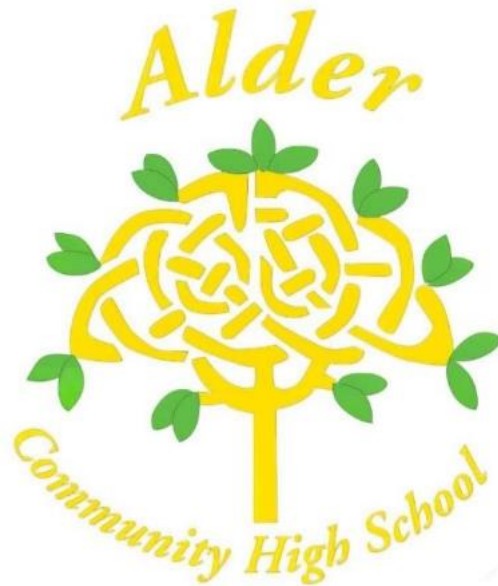


Alder Community High School



Relationship and Sex Education

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This policy was agreed by governing body delegation on: This policy supersedes all previous policies relating to this area.			06/10/2026
Implemented:	September 2026	Review date: Autumn 2027	
Statutory ☒ Non-statutory ☐ Required to be on school website ☒			

Revision Date	Section	Details
September 2026	Section 6 and Appendix 1	Updated to reflect the changes made to the PSHE curriculum in line with the latest statutory guidance on relationships education, relationships and sex education (RSE) and health education.

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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

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 and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

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 rooms by form tutors/ teachers each week

We consider the needs of all pupils, including those with special educational needs To ensure that pupils are ready for the following lesson pupils are informed what the subject of the lesson is the following week. This is to pre-empt the week ahead showing sensitivity to our pupils so that they are able to ask questions or speak to staff if this is covering something that is of a sensitive/ concerning nature to them personally.

During each stage the RSE covered:

- Year 7- Emotional wellbeing- Managing change and transition to high school, friendship and bullying, belonging to a community, puberty and keeping safe and influences in relationships.
- Year 8- Health and wellbeing, personal safety and managing risk, families and changing relationships, FGM, the online world, healthy and unhealthy relationships
- Year 9- Mental health and wellbeing, drug education, managing risk in relation to the law, intimate sexual relationships and navigating online harms.
- Year 10- Independence, health choices and wellbeing, navigating the online world, friendship, diversity and challenging extremism, managing influence and exploring consent and recognising abuse.
- Year 11- Life-long wellbeing, drugs and personal safety, safe relationships and sexual health, families, fertility and pregnancy and managing and maintaining health.

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 make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- 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

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, misandry, 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 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	• To know about factors that can affect wellbeing and how we feel. • To know how to manage emotions when transitioning to a new key stage. • To know about worry, tension and stress and how these can affect someone's emotions and behaviour. • To know how to manage feelings of worry, tension and stress. • To know about different ways, make and maintain positive friendships and develop empathy for others. • To know how to empathise with peers make positive friendships • To know about different types of bullying and its impact on people • To know how to prevent and challenge bullying • To know about the causes of friendship challenges • To know how to use conflict management skills and strategies to reconcile after disagreements • To know about similarities and differences between people and how peer influence can affect relationships • To know how to support one another to resist peer pressure in relation to bullying • To know about the risks associated with coercive or unsafe friendships • To know how to identify warning signs that someone is being coerced and know how to get support. • To know the ground rules when discussing relationships (SRE) in PSHE lessons • To know how to apply the ground rules in discussion about relationships (SRE) in PSHE lessons • To know how emotions are affected by puberty, and how to manage the impact this may have on relationships • To know how to use strategies for managing the emotional aspects of puberty • To know about menstrual wellbeing.

	• To know how to how to manage menstrual wellbeing • To know about testicular health • To know how to get help and guidance with any concerns about testicular health. • To know about vulva/ vaginal health • To know how to get help and guidance with any concerns about the vulva/ vaginal health • To know what is inappropriate, non-consensual, or unwanted behaviour, including online • To know how to seek help from a trusted adult, or report inappropriate or abusive behaviour • To know about the characteristics of healthy and unhealthy relationships. • To know how to respond to unhealthy behaviours in relationships • To know about effective communication and that this can improve relationships in families • To know how to manage relationship conflict • To know the meaning of consent, both legally and ethically, and what it looks like in practice. • To know how to recognise when a person is consenting and when they are not • To know about what film and online content is appropriate for young people • To know how to make decisions and manage peer influence about films and online viewing • To know how to differentiate between how relationships are on screen and in real life • To know about the potentially harmful impact of increasing sexualisation in the media • To know how to select appropriate viewing content • To know what British values are • To know about the factors that can affect feelings of belonging in a community • To know strategies to help people to feel they belong in a community • To know about the impact of stereotypes and bias. • To know how to recognise and suggest ways to safely challenge stereotypes across a range of contexts • To know how to safely challenge the effects of discrimination and bullying • To know about the Equality Act, the 9 protected characteristics and the effects of discrimination and bullying • To know how to safely challenge the effects of discrimination and bullying • To know what Pride is and how this relates to the Equality Act and the 9 protected characteristics in the UK.
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	• To know how to celebrate and support diversity in our school and the wider community • To know that people can have different perspectives and ideas about values • To know how to manage having different viewpoints constructively and respectfully. • To know about the benefits of an inclusive and diverse community • To know how as members of communities we can support one another.
Year 8	• To know about what the HPV vaccine is and identify and challenge misconceptions regarding the vaccination. • To know how to use this information about HPV to be prepared for what will happen the day of the vaccination. • To know about different relationships and how these change over time • To know how someone can be affected by changes to relationships, including familial relationships, and how they can seek support for navigating these changes • To know about different types of families and the roles and responsibilities of family members • To know how people make decisions related to long-term relationships and parenting • To know about change, loss and grief and how it affects people • To know how to use strategies to manage grief and access support • To know about the role of the family courts and the support available for young people experiencing changes to family life. • To know how to get support if needed when there are changes to family life • To know the facts of FGM • To know how to access help if I have any concerns about FGM • To know about the features of healthy relationships including consent. • To know how to recognise when relationship behaviours become concerning and describe strategies to respond to concerns, and accessing support • To know about potential financial harms when using phones and in other online contexts. • To know about influences, effects and potential risks of online spending, and strategies to minimise these. • To know about the ways that online spending can impact emotions, especially when encountering issues with purchases. • To know about the ways that social media use can impact someone's interests, wellbeing, and worldview. • To know about the benefits, challenges and risks involved in the use of social media • To know how to manage risk online.

	• To know about the effects of harmful sexual behaviours, including sexual harassment • To know how to respond to, and get support for concerns about harmful behaviours and harassment • To know about the risks associated with sharing sexual images. • To know how to manage requests to share images online and get support if needed • To know about the importance of working together to prevent gender-based violence • To know how to challenge unhelpful social norms and where to access support • To know how to manage influences and peer pressure around smoking and vaping • To know how to use strategies to manage influences and peer pressure on alcohol use and how to identify sources of support for alcohol misuse
Year 9	• To know about the factors that affect wellbeing and learn about strategies to manage strong emotions • To know how to manage my own strong emotions • To know how to evaluate the impact of different influences on decisions relating to body image in my own life. • To learn about managing peer influence to take drugs and to learn about the support is available to people who are concerned about substance use and how to access it for themselves or others • To know how to manage peer and other influences in relation to substance use and know how to seek help and support • To know the reasons why some people might get involved and the consequences of getting involved in serious and organised crime. • To know how to identify, manage and avoid the potential risks associated with involvement in serious and organised crime. • To learn about the impact of cybercrime • To know how to use strategies to avoid or exit risky situations relating to cybercrime • To know the impact of hate crime and how to seek help if concerned about hate crime • To know what how the law is applied differently to hate crime • To know what consent means, both legally and ethically, and what it looks like in practice • To know how to recognise when a person is consenting and when they are not and to know how to seek the consent of another person • To know common assumptions related to consent • To know how to challenge assumptions related to consent.

	• To know the indicators of healthy and unhealthy relationships • To know how to safely form and maintain healthy relationships • To learn about sexual health and the potential consequences of sex • To know how to access contraception, including emergency contraception and other sexual health services • To know about the feelings someone may experience when going through a break up and strategies they could use to manage these feelings. • To know how to manage the end of an intimate relationship • To know what Pride is and how this relates to the Equality Act and the 9 protected characteristics in the UK. • To know how to celebrate and support diversity in our school and the wider community • To know about different risky behaviours online and how they can affect a person's reputation • To know how to handle pressure to share things online • To know what deepfakes are and why they are created and shared. • To know how to access help and support if I am worried about nude images or deepfake content. • To know the skills needed to seek help when encountering deep fake images online • To know how to respond to deepfake images encountered online, including challenging harmful attitudes and the skills to seek help. • To know about the harm misogynistic beliefs and attitudes can cause to women and girls, and to men and boys, and why these beliefs are inaccurate. • To know how to challenge misogynistic attitudes and beliefs • To know about the places that misogynistic ideas come from and why they spread • To know how to respond to and report misogynistic content.
Year 10	• To know about women's menstrual and gynecological health. • To know how and where to find support when needed regarding menstrual and gynecological health • To know what is involved with blood, organ and stem cell donation • To know and recognise the importance of donation to individuals and society • To know about cancer awareness and why early detection is important

- To know how to check for cancer and how to seek help/ support if needed
- To know what AI is and the positive and negative aspects of this
- To know how AI can affect our lives
- To know what generative AI is and how it is used
- To know how to make informed choices when online and using generative AI
- To know about chatbots and the effect they have on relationships between people.
- To know how to use this information on chatbots to make good and well-informed decisions
- To know about deepfakes, their potential harms, and the support available to those affected.
- To know how to use the laws and protections in place regarding deepfakes, and ways to reduce harm.
- To know about the social norms related to image sharing and the pressure to share nude images.
- To know how to challenge attitudes which perpetuate pressure to send or pass on a nude image.
- To know about moral and legal responsibilities that people have in response to bullying and the long-term effects of bullying.
- To know how to recognise and challenge bullying in range of contexts.
- To know about unhealthy attitudes towards bullying
- To know how to use effective strategies to challenge unhealthy attitudes towards bullying and know where to seek support.
- To know about how individuals' beliefs and actions related to diversity can impact community cohesion.
- To know how to identify positive actions someone can take to challenge harmful views and promote diversity
- To know about the impact of extremist behaviour on individuals and communities
- To know how to respond to worrying behaviours and where to seek help
- To know about the motivations of creating content online, who it benefits and how trustworthy this may or may not be.
- To know how to assess trustworthiness and accuracy of content online and use it to keep myself safe
- To know about the ways that people can be drawn into extremist groups
- To know how to seek help and support in relation to radicalisation and extremism.
- To know about the harms caused to girls, women, boys and men by misogynistic beliefs and attitudes, why these ideas are inaccurate, and how they spread online.
- To know how to safely challenge and limit the spread of misogynistic beliefs and attitudes.
- To know how to use strategies to avoid uncontrolled spending and how to recognise and challenge financial exploitation online
- To know about the role of intimacy, readiness, and pleasure in consensual relationships.

	• To know how to recognise what enthusiastic consent looks and feels like in a healthy relationship • To know about pornography and its impact on understanding consent • To know how to challenge inaccurate and dangerous messages perpetuated by pornography, about sexuality, gender, and consent • To know that seeking consent through pressure and coercion is wrong and is not genuine consent. • To know how to have healthy and consensual relationships and how to seek advice and support around consent and coercion. • To know about honour-based abuse including forced marriage, domestic abuse and FGM • To know how to seek advice and support around honour-based abuse. • To know what domestic violence is, what strangulation is and that it is very dangerous • To know how to report abuse and how 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. • To know what Pride is and how this relates to the Equality Act and the 9 protected characteristics in the UK. • To know how to celebrate and support diversity in our school and the wider community
Year 11	• To know about change, loss and grief, strategies for managing them and how to access support. • To know how to use strategies for managing change, loss and grief and how to access support. • To know the different internal and external influences that can affect decisions around alcohol and drug use. • To know how to get support for individuals with problematic substance use, including addiction and dependency • To know about the risks of belonging to a gang and involvement in gang behaviours • To know how use this knowledge about gang behaviours to make good, informed decisions and make healthy relationships in my life. • To know about strategies to support personal safety especially when out socialising with peers. • To know how to identify situations where people may feel unsafe and evaluate how to support personal safety for each other. • To know what makes a healthy relationship • To know how to identify unhealthy aspects of a relationship like coercive control and know how to get help if this is needed • To know what appropriate and inappropriate relationship behaviours are

	• To know how to manage relationships and breakups respectfully and safely. • To know about contraception, STIs and sexual health services • To know how to use this information to make informed choices around sex and sexual health and know how to access support and services around this. • To know about relationships including marriage, forced marriage. the legal status of marriage and parental responsibilities. • To know how to use this knowledge to make informed choices around committed relationships and parenthood in our lives. • To know about fertility, routes to parenthood and options in case of unwanted pregnancy • To know how and where to seek help and support with fertility issues and unwanted pregnancy • To know about the health risks of tattoos, piercings and sun exposure. • To know what menopause is • To know how the menopause can impact the lives on women and where to get more advice and support surrounding this.
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships • 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. • 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
Respectful relationships, including friendships	• 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 • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. • Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • 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 • What tolerance requires, including the importance of tolerance of other people's beliefs • 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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). • Pupils should be equipped to recognise misogyny and other forms of prejudice • 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 • 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 • 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
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material 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 • 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 • 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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • 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 • 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 • How information and data is generated, collected, shared and used online • 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) • 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 • 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
Being safe	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • 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 • 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 • 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 • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • 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 • 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 • 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 • That some sexual behaviours can be harmful • 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 • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • 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

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



Alder Community
High School

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.