



Relationship and sex education policy

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1. Aims

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, 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

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to 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

At Park School Teaching Service, we teach RSE as set out in this policy.

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 member of staff pulled together 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 and any interested parties were invited to attend a meeting about the policy, to discuss any contents of the policy and ask any questions.
4. Pupil consultation – we investigated what exactly pupils want from their RSE by creating a pupil questionnaire with the option to add further recommendations
5. 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 taking into account 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.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

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

The 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 and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

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.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The 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).

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils will be assessed in PSHE against established objectives for each unit of work.

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, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- 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. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age 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 an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

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
- Monitoring progress
- 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia 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) Rachael Toole.

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.

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/DSL..

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher/DSL will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

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.

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

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Rachael Toole and Gareth Webb through:

Learning walks with feedback and support as appropriate and will be monitored through the whole school QA system

Pupil and parent feedback

The planning and delivery of RSE is regularly discussed at trust PSHE hubs.

Curriculum mapping for PSHE, including RSE, has been completed collaboratively by a suitably qualified teacher

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

This policy will be reviewed by the headteacher and DSL annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Key Stage 3 Cycle A: Foundation, belonging and self-awareness — Autumn 1: Being Me in My World

Term: Autumn 1	Topic: Being Me in My World	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can I choose how I fit into the world?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Identity and influence	Core AP safety spine: ground rules, confidentiality, trusted adults and help-seeking. Year 7: identity, influences, online/offline identity and belonging. Prior knowledge: identity is affected by family, friends, media, interests and experiences.	• I can explain that identities are complex and can change over time • I can identify similarities, differences and diversity in people's identities • I understand that faith, families, communities and cultures can influence identity • I can begin to identify the influences in my own life
2. My family, my history and me	Identity is affected by a range of factors. Families can look different and influence people in different ways. Pupils may choose to accept or reject some influences as they grow.	• I understand collective and individual identities • I understand how family can influence self-identity • I can reflect on how personal history can shape identity • I can recognise that some influences can be chosen, questioned or rejected safely
3. First impressions and assumptions	People may make assumptions about others. Identity can be presented differently in different settings. Respectful listening helps reduce misjudgement.	• I understand that first impressions can lead to misinformed judgements • I can identify accurate and inaccurate assumptions about identity • I understand that I can make choices about influences I accept as part of my identity • I can listen actively to others and consider different perspectives
4. Faith, beliefs and respect	People hold different views and beliefs. Respecting a view does not always mean agreeing with it. Beliefs can be important to identity.	• I understand there is a range of beliefs within any community • I can recognise beliefs that are important to me • I can see the world from other people's points of view • I can respect people's right to hold different views and beliefs
5. Online and offline identity	Year 7: online identity, digital footprint, online safety and consequences. People can present themselves differently online and offline.	• I understand how people present themselves differently online and offline • I can recognise the positives and challenges of managing multiple identities • I can reflect on my own online and offline identity • I can make safe and authentic choices about how I present myself

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
6. AP safety bridge: influence, risk and help-seeking	Influence, peer pressure, online safety and trusted adults. Pupils need to know how to access support if worried about identity, family, online issues or relationships.	• I can identify positive and negative influences • I can recognise when an influence might create risk • I know how to access support for myself or someone else • I can explain how identity, influence and safety are linked

Key Stage 3 Cycle A: Foundation, belonging and self-awareness — Autumn 2: Celebrating Difference

Term: Autumn 2	Topic: Celebrating Difference	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How different are we really?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Prejudice, discrimination and persecution	Year 7: prejudice, discrimination, stereotypes, bystanders, Equality Act and challenging discrimination. Pupils know bullying and discrimination can harm individuals and communities.	• I can explain key terms including persecution, intolerance, resistor, bystander and perpetrator • I can explain how and why prejudice can become persecution • I can empathise with people affected by prejudice • I can respond with kindness and courage
2. Propaganda, bystanders and courage	Pupils have learned that influence, stereotypes and online/media messages can shape attitudes. They know bystanders can affect bullying situations.	• I can recognise how propaganda influences people, past and present • I can identify how language and images may be used to influence attitudes • I can explain the role of bystanders, resisters and perpetrators • I can consider safe ways to challenge prejudice
3. LGBT+ phobia and allyship	What LGBT+ means. What bullying is and how to challenge it. Respect, difference, inclusion and the emotional impact of bullying.	• I can define what is and is not bullying • I can give examples of LGBT+ bullying • I can describe steps that can be taken to challenge LGBT+ bullying safely • I understand the emotional impact of LGBT+ bullying on victim and perpetrator
4. Social injustice and hate crime	Pupils have explored prejudice, discrimination, protected characteristics and seeing the world from others' viewpoints.	• I can explain what social justice and social inequality mean • I can identify what a hate crime is • I can evaluate benefits of living in a multicultural society • I can reflect on my own values and how they influence my understanding of justice and inequality

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
5. Mutual respect and religious tolerance	Pupils know what respect and tolerance mean. They understand that people hold different beliefs and that beliefs can shape identity.	• I can define religious intolerance • I can identify historical examples of religious persecution • I can reflect on positive aspects of religion • I understand how to show mutual respect and tolerance
6. Making a positive difference	Choices have consequences. Pupils can challenge attitudes and values positively. Helping others can support wellbeing and community belonging.	• I can make a positive contribution to my community • I recognise that my choices impact self-confidence and integrity • I can recognise the benefits of helping others • I understand that taking positive action can support mental wellbeing

Key Stage 3 Cycle A: Foundation, belonging and self-awareness – Spring 1: Dreams and Goals

Term: Spring 1	Topic: Dreams and Goals	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can the choices I make now influence my future?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Short-term and long-term goals	Year 7: dreams and goals can change; pupils can set goals, success criteria and challenges. Pupils have explored barriers and coping strategies. Year 7 bridge knowledge to secure: Pupils should retrieve how to set success criteria, recognise progress and celebrate achievement, not only focus on final outcomes.	- I can explain the difference between short-term and long-term goals - I can set my own career, personal, academic and financial goals - I understand what grit means and why it can support success - I can identify areas where I may need to expand my skills - I can create simple success criteria so I know what progress or achievement will look like
2. Grit, growth and skill development	Future skills can be developed over time. Mistakes and setbacks can be used to adapt plans. Teamwork and communication support goal achievement.	- I can explain why skills can be learned and developed - I can identify transferable skills I already have - I can reflect on how setbacks can help me improve - I can identify one skill I want to develop for my future
3. Money, values and wellbeing	People have different needs, wants and values. Money can influence choices, relationships and communities.	- I understand positive and negative roles money can play in society - I understand that people have different relationships with money - I understand that money can be divisive in relationships and communities - I can form my own opinions on moral issues around money
4. Income, spending and financial choices	Pupils know that goals may include financial goals. Spending choices can have consequences. Keeping track of spending supports wellbeing.	- I understand variations in income across the world - I can make reasoned judgements about spending - I can explain why it is important to track spending - I can reflect on the effect money can have on mental health
5. Online safety and future aspirations	Year 7: online identity and consequences. Pupils know online behaviour can affect self and others.	- I can describe how my online activity can be positive and negative - I can identify steps to protect my online identity - I can avoid online choices that could negatively affect future aspirations - I can make responsible decisions about online risks
6. Assessment: my future choices plan	Goals, grit, money, online safety and future aspirations. Pupils should connect choices now with possible future consequences.	- I can explain how choices I make now can influence my future - I can set a realistic goal and identify first steps - I can explain how money and online behaviour can affect aspirations - I can identify where to get help with future planning

Key Stage 3 Cycle A: Foundation, belonging and self-awareness – Spring 2: Healthy Me

Term: Spring 2	Topic: Healthy Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can I become more responsible for my health and happiness?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Supporting my physical and emotional health	Year 7: nutrition, exercise, sleep and stress affect body and mind. Healthy lifestyle choices support mood, learning and wellbeing.	• I can describe actions that support good physical health • I can list factors that help ensure good health longer term • I understand my responsibility for my health • I can state links between physical and emotional health
2. Risks, substances and the law	Year 7: substances can affect the body and mind; nicotine and caffeine; people use substances for different reasons; choices have consequences. Year 7 bridge knowledge to secure: Pupils should explicitly retrieve caffeine as a stimulant, alongside nicotine, and understand that legal substances can still affect sleep, mood, concentration and health.	• I can outline what the law says about substance use and possession • I can describe links between substances and exploitation of young people • I am aware of steps to avoid high-risk behaviour related to substances • I know how I can keep myself safe and well • I can explain that caffeine and nicotine are stimulants and can affect the body, brain, sleep and decision-making
3. Substances, exploitation and safety	Peer influence, pressure, grooming and help-seeking. Pupils know risky choices can be linked to social groups and exploitation.	• I can describe how substances may be linked to exploitation • I can recognise signs that someone might be pressured or exploited • I can identify steps to reduce risk • I know where to seek help for myself or someone else
4. Protecting my physical health	Year 7: hygiene, infection prevention, healthcare systems, safe medicine use and responsibility for health. Pupils know daily habits can affect long-term health. Year 7 bridge knowledge to secure: Pupils should retrieve infection prevention, hygiene routines and safe self-care choices, including not sharing medicines and following dosage instructions.	• I can describe actions that support good physical health • I can list factors that positively and negatively affect long-term health • I can evaluate which health habits are easier or harder to maintain • I can state links between dental health and physical and emotional health • I can explain how hygiene, infection prevention and safe medicine use help protect physical health
5. Vaccination and community health	Year 7: viruses can spread; hygiene and safe medicines can prevent harm; healthcare professionals support health concerns. Year 7 bridge knowledge to secure: Year 7 health protection knowledge: viruses spread in different ways; hygiene, vaccination and safe medicine use can reduce harm.	• I can explain the role of vaccinations in preventing illness • I can recall examples of different vaccinations • I can form my own opinion on whether vaccinations are good for our community • I can explain how health choices can affect other people • I can identify when to ask a trusted adult, pharmacist, GP or healthcare professional for advice

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
6. Peer pressure, vaping and healthy choices	Peer pressure, nicotine, lifestyle choices and saying no. Pupils know influence can affect emotions and decision-making.	• I understand health risks of vaping and why nicotine is harmful • I know the laws around vaping for under-18s • I can practise confident ways to say no to peer pressure • I can recognise how peer pressure influences emotions and decisions

Key Stage 3 Cycle A: Foundation, belonging and self-awareness — Summer 1: Relationships

Term: Summer 1	Topic: Relationships	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How much should what and who are around us impact our self-worth?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Me, myself and I	Year 7: authenticity online/offline, validation, trustworthy content, online comparison and influence. Online content can affect self-image and feelings.	- I can recognise when content may be fake, manipulated or AI-generated - I can explain how extreme or exaggerated online content can influence confidence, comparison and self-image - I can reflect on how to have a healthy relationship with myself - I understand social media can affect how I feel about myself positively and negatively
2. Maintaining relationships	Year 7: supportive relationships, relationships can change, emotions can change and friendship conflict can be repaired. Year 7 bridge knowledge to secure: Pupils should retrieve everyday friendship repair: why people fall out, how emotions affect conflict, and how apology, compromise, active listening and empathy can repair relationships.	- I understand that relationships can cause strong feelings and emotions - I understand features of positive and stable relationships - I understand that all relationships have positive and less positive aspects - I understand relationship skills have to be learned and practised - I can suggest safe and respectful ways to repair everyday friendship conflict
3. Assertiveness and staying safe	Year 7: personal space, boundaries, online safety, sextortion, consent and trusted adults.	- I can recognise when to use assertiveness in relationships - I understand personal and legal consequences of sexting - I can explain what sextortion is and how it links to online safety - I can suggest skills that keep relationships happy and healthy
4. Power, control and coercion	Supportive relationships, healthy/unhealthy characteristics, personal safety and how to seek help.	- I understand control, power balance and coercion in relationships - I understand that carrying a knife can lead to serious consequences - I know what a good relationship looks like - I know where to seek help if I feel unsafe in a relationship
5. Staying safe online	Checking what is real and trustworthy online. Online communication can affect emotions, safety and relationships.	- I understand how to use social media appropriately, safely and legally - I can give examples of how personal safety can be compromised online - I understand emotional risks linked to inappropriate social media use - I know what to do if worried about online or offline safety
6. Inclusion, personal space and neurodivergence	Personal space and boundaries are different for different people. Respect and inclusion help everyone feel accepted and safe.	- I understand personal space is different for everyone - I can explain what neurodivergent means - I know ways to help everyone feel included and accepted - I can adapt my behaviour respectfully depending on someone's needs

Key Stage 3 Cycle A: Foundation, belonging and self-awareness — Summer 2: Changing Me

Term: Summer 2	Topic: Changing Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: What factors can make an intimate relationship happy and healthier?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Different types of intimate relationships	Year 7: committed stable relationships, families, choices about children and intimate relationships linked to happiness. Healthy relationships involve care, respect and responsibility. Year 7 bridge knowledge to secure: Pupils should retrieve Year 7 family choices: people may choose to have children or not; families can be formed in different ways, including adoption; pregnancy choices may include parenting, adoption or abortion depending on context and law.	• I can highlight different types of close, intimate relationships • I can explain what happens physically and emotionally when people experience attraction • I know intimate relationships do not have to involve sex • I know positive behaviours seen in healthier intimate relationships • I can recognise that people may make different choices about family life, children, adoption and pregnancy, and that these choices should be discussed respectfully
2. Physical attraction and feelings	Pupils have explored puberty, emotional change, body image and relationships. Attraction can involve thoughts, feelings and physical responses.	• I understand the range of feelings associated with attraction • I know where to get information to safely explore feelings about sexuality • I recognise attraction towards others takes many forms • I understand attraction can change over time
3. Healthy and less healthy romantic relationships	Year 7: characteristics of positive relationships, consent, respect for wishes and expectations in romantic relationships. Year 7 bridge knowledge to secure: Pupils should retrieve that forced marriage is illegal and different from arranged marriage; help and support must be accessed if someone is worried about themselves or another person.	• I understand positive aspects of having a girlfriend or boyfriend • I can describe behaviours expected in a healthier romantic relationship • I can identify what someone might seek in a boyfriend/girlfriend relationship • I can compare healthier and less healthy romantic relationships • I can explain that forced marriage is a safeguarding concern and identify how someone could access help
4. Pornography and relationship expectations	Online content can be unrealistic and can influence self-image and expectations. Pupils know content should be checked for reliability.	• I know pornographic images do not reflect reality • I know how pornography can affect expectations and self-image • I recognise the role of pornography in society • I understand the negative influence pornography can have on relationships
5. Alcohol, consent and risky behaviour	Substances and alcohol can affect behaviour and decision-making. Consent, safety and help-seeking are important in relationships.	• I can list risks associated with drinking too much alcohol, including unprotected and non-consensual sex • I know what the law says in relation to sex and alcohol • I can discuss steps someone could take after risky sexual behaviour linked to alcohol • I can describe behaviour changes that can occur when people drink alcohol
6. Assessment: what makes relationships healthier?	Healthy and less healthy relationship behaviours; risks linked to pornography and alcohol; expressing opinions respectfully.	• I can summarise behaviours and attitudes that make relationships healthier or less healthy • I can explain risks associated with pornography or alcohol in relationships

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
		• I can express my own opinions on relationship issues respectfully • I know where to access support if worried about a relationship

Key Stage 3 Cycle B: Risk, rights and mature decision-making — Autumn 1: Being Me in My World

Term: Autumn 1	Topic: Being Me in My World	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: To what extent does the world I live in affect my identity?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Being me in a group	Core AP safety spine. Year 8 retrieval: identity, influence, assumptions, family/culture/faith and online/offline identity. Friendship conflict and respecting difference.	• I can identify differences between myself and others in social groups • I can explain how differences can cause conflict or be celebrated • I can manage differences of opinion to maintain positive and safe relationships • I can explain how belonging can affect identity
2. Relationship expectations	Intimate relationships do not have to involve sex. Healthier intimate relationships include respect, trust, care and communication. Pupils know where to seek support.	• I understand that people have different expectations of intimate relationships • I know how to access support if worried about a relationship issue • I have an understanding of my own expectations of intimate relationships • I can recognise positive behaviours in healthier intimate relationships
3. Peer approval and grooming	Peer pressure, belonging and online safety. Pupils know people can be influenced by groups and trusted adults can help.	• I can explain peer approval and how it can cause problems • I can describe what grooming is and give examples • I have strategies to help me manage peer group relationships • I know where to get help if worried about grooming or pressure
4. Risk, influence and choice	Impact of influences. Pupils can choose which influences they accept or reject. Risky behaviour can be linked to social groups.	• I can suggest links between risky behaviour choices and social group influence • I know that I can accept or reject influences • I know where to access help and advice about risky situations • I can explain how choices can affect safety and identity
5. Consent and boundaries	Basic consent, boundaries, personal space and respect. Consent applies in different situations and relationships.	• I can define consent and understand its legal and ethical importance in all relationships • I can identify characteristics of consent and recognise when it is present or absent

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
		• I can communicate boundaries clearly • I can respect other people's boundaries to build healthy relationships
6. Assessment: identity, self-esteem and choices	Identity, influence, peer approval, risk, consent and boundaries. Self-esteem can affect health and relationships.	• I understand how choices can link to self-identity and self-esteem • I understand how self-esteem can affect health and relationships • I can reassess my own and others' behaviour and choices • I can explain how to access support if I am worried

Key Stage 3 Cycle B: Risk, rights and mature decision-making — Autumn 2: Celebrating Difference

Term: Autumn 2	Topic: Celebrating Difference	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Is being different a good thing?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. The power of positive language	Influence, peer pressure, respect and mental health. Pupils know language can affect feelings, belonging and attitudes.	• I can identify positive and negative language • I can recognise my own language style • I can recognise that language choices affect other people and their views of me • I understand that negative language can damage mental health
2. Banter, bullying and misogyny	Prejudice, discrimination, bullying, conflict, mutual respect and tolerance. Pupils know bullying can be reported and challenged.	• I can define prejudice, discrimination, bullying and banter • I can identify harmful comments or actions, including misogyny • I can explain how to report bullying and support others • I can manage emotions and show empathy in a respectful and inclusive environment
3. Reducing fear and promoting equality	Persecution, intolerance, resistor, bystander and perpetrator. Pupils know propaganda can influence people and protected characteristics matter.	• I can explain how fear or assumptions can lead to unfair treatment • I can describe why everyone should be treated equally, including protected characteristics • I can suggest actions that promote understanding and respect in school • I can recognise my own fears and feelings and respond with respect
4. Bullying, online harassment and mental health	Bullying, prejudice and discrimination; impact of bullying; support strategies; local/national sources of help. Year 7 bridge knowledge to secure: Pupils should retrieve bystander, upstander	• I can explain cyberbullying and online harassment • I can reflect on the impact bullying has on mental health • I can identify strategies to prevent and report bullying

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
	and ally behaviours, including safe reporting routes and how to support someone experiencing bullying or harassment.	• I appreciate short- and long-term effects of bullying on everyone involved • I can explain the difference between being a bystander, upstander and ally in online or offline bullying
5. Bias, stereotypes and media influence	Positive action, informed choices, media influence and respectful discussion. Pupils know stereotypes and prejudice can affect behaviour.	• I can explain the difference between types of bias and discrimination • I can explore links between bias, discrimination, harassment, misogyny and prejudice • I can evaluate how media can influence attitudes and behaviour • I can listen actively and manage emotions during discussion
6. Assessment: becoming a changemaker	Positive action, self-efficacy, community contribution and challenging prejudice. Pupils know small actions can matter.	• I can explain what a changemaker is • I can evaluate what makes someone a changemaker • I can reflect on what I can do to bring about positive change • I can commit to doing something positive that may help someone else

Key Stage 3 Cycle B: Risk, rights and mature decision-making – Spring 1: Dreams and Goals

Term: Spring 1	Topic: Dreams and Goals	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Who do I dream of becoming?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. The power of planning	Short-term and long-term goals. Career, personal, academic and financial goals. Teamwork and adapting plans. Year 7 bridge knowledge to secure: Retrieve Year 7 goal-setting: success criteria, recognising progress, celebrating achievement and using setbacks to adjust plans.	• I can explain what a SMARTER plan is and why it is important • I can work with others to create a SMARTER plan for a real-life task • I can evaluate and adjust plans to stay on track • I can collaborate respectfully by listening and sharing ideas clearly • I can use success criteria to evaluate whether a plan is working and celebrate progress before adapting next steps
2. Body image and future goals	Health responsibility, puberty, self-image, self-esteem, media influence and where to get help with body image concerns.	• I can explain how bodies naturally change during adolescence • I can evaluate risks and realities of cosmetic procedures and weight-loss products • I can connect health decisions to future aspirations • I can develop strategies for positive body image that supports future success
3. Mental health and illness	Links between physical and emotional health. Stress, coping strategies, stigma and knowing where to access support.	• I can explain what mental health is and factors that can lead to mental illness • I understand stigma about mental illness is unhelpful • I know where to access help if worried about a mental health concern • I can challenge stereotypes about mental health safely
4. Media manipulation and health	Media can affect self-esteem and body image. Online content can be positive or negative. Not everything online is accurate.	• I understand how and why some media is manipulated • I understand this can affect self-esteem and mental health positively or negatively • I know where to access help if worried about mental health • I can take positive steps to protect mental health when online content affects me
5. Deepfakes and AI	Not everything in media is accurate. Online reputation matters. Pupils should check sources before sharing content.	• I can explain what a deepfake is and how they are created • I can identify signs of deepfakes and know what action to take • I can evaluate positive and negative impacts of deepfakes and AI on health and reputation • I can discuss views about real/fake content respectfully
6. Assessment: online content and wellbeing	Unhealthy, harmful or illegal online content; reasons people post harmful content; reporting and seeking advice.	• I can recognise unhealthy, harmful or illegal online content • I can consider reasons why people post harmful content • I can explain where to get advice if something online upsets me • I can respond calmly and thoughtfully to harmful content

Key Stage 3 Cycle B: Risk, rights and mature decision-making – Spring 2: Healthy Me

Term: Spring 2	Topic: Healthy Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How can substances impact on wellbeing?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. The amazing teenage brain	Stress, emotional regulation, links between physical and emotional health and adolescence. Pupils know feelings and decision-making can change during teenage years.	• I understand my brain helps keep me safe, process emotions and think logically • I can explain how my environment changes as a teenager and how my brain may respond • I know how I can use my brain to support social and learning interactions • I can explain why decision-making can be affected by emotions and environment
2. Protecting the teenage brain	Substance use and possession law. Substances and exploitation. High-risk behaviour and keeping safe. Year 7 bridge knowledge to secure: Retrieve Year 7 knowledge of caffeine, nicotine, safe medicine use and how substances can affect the body and mind before moving to alcohol, classification, possession and supply.	• I understand physical and emotional effects of alcohol and substances on decision-making • I know what the law says about alcohol • I know basic facts about drug classification, possession and supply • I feel confident making my own decisions about lifestyle choices • I can distinguish between legal access, safe use and health risk for caffeine, nicotine, medicines, alcohol and other substances
3. Belonging and group behaviour	Peer pressure, acceptance, social groups, influence and making healthy choices. Pupils know social environment can affect wellbeing.	• I recognise that my social environment has a bigger impact in adolescence • I can explain why fitting in can feel important at this age • I can make decisions that help others feel accepted • I know how acceptance can encourage healthy mental and physical choices
4. Life-saving skills	Health protection, asking for help, emergency support and personal safety. Pupils can take safe steps to help others.	• I know what cardiac arrest is and steps I can take if it may have happened • I can follow instruction to carry out CPR • I know what a defibrillator is and can follow instructions to use one • I understand I can take steps to keep myself and others safe if someone gets into difficulty
5. Mental health first aid	Stress, emotions, coping strategies, mental health, empathy, support and knowing where to get help.	• I can explain what a self-care plan is and why it protects mental health • I can explain one action to support someone struggling with mental health • I can recall one way to label feelings • I know when to involve a trusted adult or professional support
6. Assessment: healthy choices and social influence	Physical and mental health, balanced diet, stress, sleep and the importance of social environment during teenage years.	• I can describe actions that support good physical and mental health • I can explain aspects of a balanced diet • I can identify ways to manage stress and promote good sleep • I understand how social environment is important during teenage years

Key Stage 3 Cycle B: Risk, rights and mature decision-making – Summer 1: Relationships

Term: Summer 1	Topic: Relationships	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can relationships ever be equal?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Equality and power in relationships	Positive and supportive relationships; respect for another person's wishes; healthy/unhealthy behaviours. Pupils know equality and respect matter.	- I can identify key elements of a healthy and balanced relationship - I can explain what a power dynamic is - I can recognise behaviours that are not healthy or respectful - I can reflect on my values and feelings about healthy and unhealthy relationships
2. Assertiveness and saying no	Consent, communicating clearly, boundaries, personal choice and help-seeking if worried about a relationship.	- I understand I have a choice in many situations, including saying no - I know and can use assertiveness skills - I understand consent and the law are important in sexual relationships - I know how to access help if worried about a relationship
3. Pornography and its impact	Pornography does not reflect reality. It can affect expectations, self-image and relationships. Sex and the law apply online.	- I understand pornography and some media images give false impressions of sex and romantic relationships - I can challenge stereotypical ideas of ideal males and females - I know about sex and the law as applied to online and social media - I can discuss mature topics appropriately
4. Contraception and sexual health	Risky sexual behaviour, alcohol and decision-making. Basic knowledge of contraception, sexual health and accessing advice.	- I can recall different contraception methods available - I can identify why contraception is important for sexual health and preventing unwanted pregnancy - I can explain how to access advice and information about sexual health - I feel empowered to make an informed decision about contraception if and when needed
5. Consequences of unprotected sex	Sexual health, contraception, risky behaviour and support services. Pupils know choices can have consequences.	- I understand there are consequences if someone chooses to have unprotected sex - I know about different sexually transmitted infections - I know about sexual health clinics and how to access help - I know what steps someone can take if they have had unprotected sex
6. Assessment: readiness and relationship choices	Risks and consequences of becoming sexually active; consent, contraception, sexual health, relationship values and readiness.	- I can consider risks and consequences of becoming sexually active - I can think through how I feel about what is right for me in relationships - I can apply knowledge of consent, contraception and sexual health to scenarios - I know how to access support and advice

Key Stage 3 Cycle B: Risk, rights and mature decision-making – Summer 2: Changing Me

Term: Summer 2	Topic: Changing Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How can change affect mental health?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
1. Change and emotional responses	Physical and emotional changes during puberty. Change can trigger different feelings. Coping strategies and support can help. Year 7 bridge knowledge to secure: Pupils should retrieve accurate puberty facts: menstruation and menstrual wellbeing, erections, wet dreams, hygiene, masturbation myths and where to ask for support.	• I know change can trigger a range of emotional responses • I know some changes are more difficult to manage than others • I know going through change can develop resilience • I can suggest ways to manage change in my life • I can recall accurate puberty facts and explain how physical changes can affect feelings, self-esteem and support needs
2. Body image and self-expression	Media can affect self-esteem and body image. Self-image is linked to self-esteem. Pupils know where to seek help. Year 7 bridge knowledge to secure: Retrieve that puberty-related body changes can influence self-image and that pupils should use trusted sources, not myths or social media, for body-related concerns.	• I know different ways someone might choose to express themselves • I understand influences that can affect body image and self-expression • I understand choices I have relating to body image and self-expression • I can identify support if worried about body image or self-esteem • I can identify trusted support routes if I am worried about body changes, body image or self-expression
3. Masculinity and online influence	Online activity can be positive or negative. Pupils can protect online identity and future aspirations. Content should be checked critically.	• I can identify different messages about masculinity from media and online sources • I can recognise persuasive techniques used by online influencers • I can think critically about content I encounter online • I can explain how online messages can affect attitudes and behaviour
4. Misogyny, incel culture and healthy relationships	Healthy relationships are based on respect, equality and boundaries. Online content can shape attitudes. Rejection should be handled safely and respectfully.	• I can define misogyny and recognise it in online spaces • I understand what incel culture is and why it is harmful • I can identify warning signs of unhealthy online content • I can develop strategies for healthy relationships and handling rejection
5. Mental health, addiction and support	Actions that support good physical and mental health. Pupils understand stigma, support and different views about mental health.	• I know mental health can be affected by different situations and experiences • I know about some common mental health issues • I can challenge stigma about mental health issues • I know where to access support if worried about mental health • I appreciate people may have different views and opinions

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:
6. Assessment: sleep, change and mental health	Sleep supports physical health, mental health and learning. Change can be challenging, and pupils can use strategies and support.	• I know sleep is important for psychological and physical reasons • I know sleep is important for mental health • I know sleep is important for learning • I acknowledge that I am in control of some changes and that implementing change can be challenging

Key Stage 4 Curriculum Map

Age 14+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Human rights, societal freedom, violations, understanding safety in UK and beyond	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998	Resilience, nurturing important relationships, when things don't go to plan	My health MOT, top tips for health, adopting healthy habits	Long-term relationships and legal status, the science of attraction: lust, attraction and attachment	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully
2	Grief cycle, loss and bereavement, responses to loss, support	Multicultural societies, successful societies, agree to disagree, changing and ending relationships	Achieving your goals and the impact of physical and mental health, taking care of your mind and body	Cancer, breast cancer, testicular cancer, risk factors, skin cancer and SPF and tanning	How to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships and how to stay safe and get help	Personal safety, cycling, railway, water safety, transport
3	The law and social media risks, algorithms and use of online data, GDPR, the dark web, managing online content, dealing with harmful online content -suicide, self-harm, violence	Equality Act 2010, hidden disabilities, discrimination in the workplace, reasonable adjustments and the Law	Real v online behaviours, social media usage-the pros and cons, responsible posting, the impact of social media on future employment	Common mental health disorders and treatment, substance use and mental health, mental health stigma	The law on marriage and cohabitation, parenting and the impact on children	Gaining independence, alcohol, drink spiking, methanol poisoning and prevention
4	Online identity, sharing/ enhancing images and the law, netiquette	Equality and inequality, campaigning for change	The body and vital organs, blood, organ and stem cell donation, right to choose and opting out	Sexual health, autonomy and consent, STIs (transmission, treatment, symptoms) HIV/Aids	Real life vs relationships that we see in the media, the difference between sexual relationships in pornography and real-life	Gender stereotypes, stereotypes in relationships, marriage and civil partnerships, values in relationships
5	Personal data and risk, GDPR, social media and data collection, where to find help with online activity	Equality in relationships, empowered and disempowered, the impacts on physical and mental health, changing and ending relationships	Balanced lifestyles	Safer sex contraception, hormonal contraception vs barrier methods of contraception, menstrual cycle, where to get contraceptives	Stalking and harassment, coercion and abuse	Virginity testing and hymenoplasty, medical facts, rights and the laws
6	AI chatbots and online scams	UK v USA healthcare Service, accessing a GP	Resilience toolkit	Threats to health (cancer, diabetes, cardiovascular disease)	Free choice and pressure in relationships, the law on: coercion, abuse, sex trafficking and modern slavery.	Physical and emotional changes, family change, strategies to help with managing change, sources of support

Age 15+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Becoming an adult, age limits and the law		Sleep, anxiety, fight or flight, solutions-focused thinking	Self-worth, identity, consent and power imbalance, being ready for sex, coercion	Stages of a relationship, relationships in the media, features of a romantic relationship, our perceptions about sex and relationships	
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', arranged/forced marriage		Money and employment, budgeting pitfalls, tax, national insurance, credit cards, gambling	Contraceptives, sexual health, STI's, emergency contraception	LGBT terminology, gender identity, gender expression, sexuality, The Equality Act 2010	
3	Equality Act, coercive control, county lines, possession of drugs, identify ways to keep safe		Future jobs and employment opportunities and skillsets	Male and female reproductive health/fertility (PCOS, endometriosis, PMS, heavy periods)	Perceptions and stereotyping of the LGBT+ community, LGBT+ rights, coming out	
4	Gambling and associated risks, AI and algorithms		Long-term family goals, marriage, civil partnership, parenting	Pregnancy health, source of support, loss and miscarriage, becoming a parent	Unbalanced relationships; signs and impacts, domestic abuse and getting help	
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios		How to cope when things go wrong, developing resilience	Pregnancy choices including adoption, abortion, parenting and bringing up a baby.	My body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening	
6	Self-review, the law on internet use, legal age limits and pornography, social media concerns, sexting		Types of technology, how can technology help us to reach our future goals	Self-identity and self-worth, socialising	Power in relationships, Staying true to yourself	

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 • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having 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

TOPIC	PUPILS SHOULD KNOW
	● Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration ● 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 provides 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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

TOPIC	PUPILS SHOULD KNOW
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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • 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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
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	