



Relationships and Sex Education Policy

2026-2027

Approved by: G. Kilgour

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1. Mission Statement

St. Wilfrid's RC College is a Roman Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

We are committed to inspire and develop all members of our community on a journey through faith, learning and support.

We strive to achieve excellence and overcome challenges through mutual respect and consideration, underpinned by Gospel values and the example of Christ.

Faith, learning and support are at the heart of everything we do to ensure that every child fulfils their full God given potential.

2. Rationale

Our Christian understanding of what it means to be human

We are involved in Relationships and Sex Education precisely because of our Christian beliefs about God and about the human person:

- We are made in God's image, Jesus is "Word-made-flesh", all flesh is holy.
- Jesus' command to love is the basis of all Christian morality.
- Humans are created out of love.
- To be human is to relate – we exist in relationship.
- We must live in "right relationships" with the whole of creation.
- There is a need to overcome misunderstanding the distortion of views and values often portrayed by the media.

The Catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in their material or spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school For this reason, the Catholic school, in committing itself to the development of the whole person does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ.

(Ref: The Catholic School on the Threshold of the Third Millennium. Para 9 Congregation for Catholic Education 1997)

Relationships and Sex Education forms an important part of the school's wider Personal Development curriculum and supports pupils in developing the knowledge, understanding and values needed to build healthy relationships and make informed decisions throughout life.

3. General Aims

- To lay foundations that help pupils have a properly informed conscience and to grow in relationships.
- To enable pupils to make right judgements and to take appropriate action in the many varied situations in which they may find themselves.
- To give the correct information in a manner relevant to the age and stage of developments of the pupils.
- To respond to questions in a sensitive, but age appropriate way.
- To adopt a sensitive, but nevertheless positive approach – bearing in mind that all pupils do not share the same background.
- To promote gradual and supportive progress in Relationship and Sex Education (RSE) from year 7-13.
- To deepen knowledge of Christ's teaching in order to understand Christian values and develop the ability to make wise judgements in every day dealings with peers, parents, teachers and neighbours etc.
- To build confidence so that they welcome maturity, but at the same time develop increasing awareness of responsibilities that accompany "growing up".
- To develop good communication with parents and parish so that RSE in school is complementary to the teaching and life of home and family

4. Specific Aims

- To help and encourage our pupils to get to know and understand themselves more fully.
- To deepen their awareness and understanding of others.
- To give the pupils a positive view of themselves spiritually, emotionally and physically.
- To teach pupils to understand the physical development of their own bodies and those of the opposite sex.

- To encourage the pupils to understand sexuality within the context of a loving relationship.

5. Statutory requirements

As a secondary academy school, St Wilfrid's RC College is required to provide Relationships and Sex Education (RSE) to all pupils in accordance with the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

In delivering RSE, the school has regard to the Department for Education statutory guidance:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated in 2025 for implementation from September 2026).

The school delivers RSE within the context of its Catholic mission, values and ethos, and in accordance with guidance from the Diocese of Hexham and Newcastle.

6. Policy development

This policy has been developed and reviewed through consultation with key stakeholders including staff, pupils, parents, governors and diocesan guidance.

The policy development process includes:

- Review of statutory guidance and diocesan documentation.
- Consultation with school leaders and staff.
- Consideration of pupil voice and identified needs.
- Opportunities for parental engagement and feedback.
- Governor review and approval.

The policy will be reviewed annually and updated in response to statutory changes, local priorities and emerging issues affecting young people.

7. Definition

RSE draws upon the existing knowledge provided by parents, carers and where appropriate, other schools that our pupils have previously attended. We base sex and relationship education on the criteria of our Mission Statement in that we provide a caring atmosphere in which the content can be sensitively and practically delivered. This content is geared to the needs of each individual pupil so enabling them to become independent, make choices and become fully integrated members of society. Full attention is given to the spiritual and moral context of sex education. As Catholic school we help provide the knowledge of sexuality that is focused on the teachings of the Church and their links to our own faith and resultant values. 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 involving a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity but about providing pupils with accurate, age-appropriate information and the knowledge, skills and values required to develop healthy, safe and respectful relationships.

8. Curriculum

The RSE curriculum is planned and sequenced to ensure that learning is age-appropriate, builds upon prior knowledge and prepares pupils for adulthood.

The curriculum has been developed with consideration of:

- Statutory requirements.
- Catholic teaching.
- The age, maturity and needs of pupils.
- Current safeguarding priorities.
- Local context and pupil voice.

Detailed curriculum content is outlined in Appendix 1.

Curriculum content is reviewed regularly to ensure that it remains relevant, compliant and responsive to emerging issues affecting young people.

9. Delivery of RSE

RSE is delivered through the Religious Education and PSHE curriculum and is supported through the wider Personal Development programme, including assemblies, tutor activities, designated Personal Development sessions, Catholic Life provision and pastoral support.

Within the Relationships curriculum delivered through PSHE, the school uses the Diocese-approved TenTen Life to the Full programme. This programme supports the delivery of statutory Relationships and Sex Education and reflects the teachings of the Catholic Church.

RSE focuses on helping pupils develop:

- Healthy family relationships.
- Positive friendships.
- Respectful relationships.
- Understanding of consent and personal boundaries.
- Online safety and digital relationships.
- Awareness of exploitation and abuse.
- Knowledge of intimate and sexual relationships.
- Understanding of sexual health.

Teaching takes place within a safe, inclusive and supportive environment that promotes respect, dignity and discussion.

Teaching reflects current safeguarding priorities including:

- Online harms.
- Exploitation and grooming.
- Sexual harassment.
- Consent.
- Harmful relationship behaviours.
- Peer-on-peer abuse.
- Harmful online content.

Visitors and external agencies may contribute to learning where appropriate. Their contribution is carefully planned, quality assured and delivered under the supervision of school staff.

10. Roles and responsibilities

“The Church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the sensitive area of sexual development”.

(Gaudium et Spec N.52)

“Parents are key figures in helping their children to cope with the physical and emotional aspect of growing up and in preparing them for the challenges and responsibilities sexual maturity brings”.

(DES Circular No. 11/87)

10.1 The Governing Board

Responsibility for the policy and provision of Sex and Relationship education rests with the Governing Body. The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Governing Body will receive updates regarding the effectiveness and impact of RSE provision as part of the school's quality assurance and Personal Development reporting processes.

10.2 The headteacher

The Head teacher carries delegated responsibility and is supported in the oversight of the programme. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 11).

The Headteacher will ensure that appropriate resources, training and quality assurance arrangements are in place to support effective RSE provision.

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff have some responsibility for the Relationship and Sex education programme, supported by a named member(s) of staff who has the specific responsibility for this area of the curriculum. The named member(s) of staff are responsible for the production of the RSE schemes of work and lesson materials.

10.4 Pupils

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

11. Parents' right to withdraw from Sex Education

Parents have the right to request that their child is withdrawn from the sex education elements of Relationships and Sex Education (RSE) that fall outside the statutory science curriculum, up to and until three terms before their child turns 16. After this point, if a pupil wishes to receive sex education rather than remain withdrawn, the school will make appropriate arrangements for this to take place.

Requests for withdrawal should be made in writing using the form provided in Appendix 4 of this policy and addressed to the Headteacher.

The Headteacher will discuss the request with parents/carers to ensure they are fully informed about the curriculum content and the implications of withdrawal. A record of the request will be retained within the pupil's educational record.

Appropriate alternative learning will be provided for pupils who are withdrawn from sex education lessons.

12. Training

Staff delivering RSE receive appropriate professional development to ensure that content is taught confidently, accurately, sensitively and in accordance with statutory guidance and Catholic teaching.

Training may be provided through:

- TenTen.
- The Diocese of Hexham and Newcastle.
- The PSHE Association.
- South Tyneside Local Authority.
- External specialists and professional networks.

Staff are also supported in responding appropriately to safeguarding concerns and disclosures that may arise during RSE lessons.

13. Monitoring arrangements

The Senior Assistant Headteacher and Assistant headteacher for Personal Development, and the PSHE Coordinators monitor the quality and effectiveness of RSE through:

- Learning walks.
- Lesson visits.
- Curriculum reviews.
- Pupil voice activities.
- Assessment information.
- Review of curriculum materials.
- Staff feedback.
- Monitoring of Personal Development sessions where relevant.

Monitoring ensures:

- Compliance with statutory requirements.
- High-quality curriculum delivery.
- Consistency across year groups.
- Effective safeguarding practice.
- Appropriate curriculum sequencing and progression.

Curriculum content will be reviewed regularly to ensure that it remains compliant with statutory guidance and responsive to emerging issues affecting young people.

The policy will be reviewed annually and approved by the governing board.

Policy Review

This policy document will be reviewed in September 2027.

Signed by:

Signed by:

Chair of Governors: Mrs G. Kilgour

Acting Headteacher: Mr G. Sanderson

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map

	TOPIC/THEME DETAILS
Year 7	• Who Am I? The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Students will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons. • Changing Bodies Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene and understand that there are different body shapes, sizes and personal attributes. • Healthy Inside And Out In this theme, students identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem. • Where We Come From This theme enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle. • Family and Friends In this theme, students will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship. • My Life on Screen Rooted in the Christian teaching that we are made out of love for love, students will explore their digital lives and the effect our use of digital technology can have on ourselves and others. • Living Responsibly Building on previous themes' learning about behaviour management, the final session explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities.
YEAR GROUP	TOPIC/THEME DETAILS

Year 8	- Created and Chosen This foundational theme helps students at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is found in God. Students will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us. - Appreciating Differences Building on the teaching that our deepest identity is found in God, students will learn about male/female differences and reflect on gender stereotypes. They will be introduced to the concept of gender dysphoria and how this can be experienced while considering different perspectives on how gender and identity are linked. They will know that bullying and exclusion are always wrong because every person is created and loved by God. - Feelings This theme explores God's wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Students will reflect on God's plan for sex: where our deepest drive to love and be loved is met through sexual union in marriage which is total, faithful and open to the precious gift of life. - Before I Was Born This theme invites students to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins. - Tough Relationships Building on themes of equality and celebrating difference, this theme addresses themes of prejudice and discrimination, both historical and current. Students will learn about privilege, 'Protected Characteristics' and how to resist judgement. The theme ends with a challenge for students to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence. - Think Before You Share This theme explores the social, personal and legal consequences of sharing images of a sexual nature. Students will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity. - The Wider World Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, students will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. Students will be given the opportunity to examine and commit to change their own behaviour.
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YEAR GROUP	TOPIC/THEME DETAILS
Year 9	The Search for Love

	The theme shows that what every human being is searching for – happiness – is ultimately a search for love. Often we look to romantic and sexual relationships to satisfy that longing for love. But beyond romantic feelings and desires, there is a deeper kind of love based on a decision to sacrifice for the good of the other. This is the true love we all most want and need from others and for ourselves. • Love People, Use Things The theme reflects on consumerism's impact and examines the concept of objectification. In terms of sexual desire, this means we can treat people the way we treat things. • In Control of My Choices The theme invites reflection on desire and attraction, what it is and why we experience it. It explains the meaning of lust. Through a range of stories and insights from both students and presenters, it considers how effort and perseverance are needed to control our choices and not let them be dominated by lust. • Fertility And Contraception The theme invites students to reflect on the gift and responsibility of fertility. They will consider what they already know about how different contraceptives function and their effectiveness and learn about the potential drawbacks. They will be invited to reflect on Catholic teaching that married couples should choose Natural Family Planning instead of contraception as an expression of responsible parenthood. • Commitment and Marriage The theme invites students to reflect on what commitment means and the different forms it can take in terms of sexual relationships, including marriage. • Understanding Consent This theme invites students to explore the complexities surrounding consent, including sexual consent. Students will hear several real-life stories where consent has not been given and explore the different factors involved in giving and receiving consent. • Human Rights – And Wrongs The theme begins with an explanation of human rights and then moves on to explore the way human rights are violated by sexual harassment, exploitation, assault and rape.
YEAR GROUP	TOPIC/THEME DETAILS
Year 10	• Authentic Freedom This theme invites us to consider the pressures and expectations around engaging in sexual activity, including the motivations and risks of having sex for the first time. Questions are asked about why sex is different to other choices we may make and how freedom

	makes us able to wait for the right time. Finally, the theme explores the Catholic vision of sex and how it seeks to put our freedom in the service of true, life-giving love. • Self-Image This theme is about seeing and perceiving. It explores the relationship between what we wear, how we see ourselves, and how we are perceived by or perceive others. Unit 2 considers body image. Unit 3 explores objectification and sexual attraction. The final unit points to the dignity that comes from being valued in God's eyes. • Beliefs, Values, Attitudes This theme explores the motivations behind the choices we make and the many factors that can influence our decision-making. Unit 2 goes on to examine beliefs, values and attitudes before considering in Unit 3 how developing our conscience helps develop our character. Finally, the session explores how it is only when we are put to the test that we learn our true strength of character. • Parenthood This theme shows the journey young people make in secondary school towards independence and the challenges this can bring for both parents and teens. Unit 2 goes on to explore the legal rights and responsibilities of parenthood. In Unit 3, we consider what kind of qualities parents need. Finally, Unit 4 explores the lifelong commitment needed for parenthood and how this is expressed in Catholic beliefs about marriage. • Pregnancy and Abortion This theme acknowledges the complexities of the abortion debate and teaches about abortion laws in the UK. Unit 3 explores the central question of when life begins and how views on the value of life impact beliefs about abortion. The theme ends by exploring pro-choice and pro-life views and explains how the Catholic vision is firmly pro-life. • Abuse This theme invites students to reflect on what a healthy relationship looks like, proposing that friendship should always be the foundation. Unit 2 considers the signs of an unhealthy relationship and offers some advice on how to address problems or difficulties. Unit 3 focuses on abuse itself, reminding students of different types of abuse. It features some hard-hitting stories to explain three forms of abusive relationships – sexual grooming, coercive control and stalking. The theme ends by offering some practical advice and suggestions about where to go for support and help. • Solidarity The theme invites students to reflect on how they can contribute to the well-being of others and make a difference. They are introduced to the concepts of 'the Common Good' and of 'Solidarity'. Moving beyond their neighbourhood and school, they are reminded of the idea of human dignity and how that dignity is abused through FGM, honour-based violence, forced marriage and human trafficking. They will discover ways in which organisations are showing solidarity and responding. Finally, they are introduced to the concept of an 'Integral Ecology' where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment and the whole of creation.
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YEAR GROUP	TOPIC/THEME DETAILS
Year 11	• Self-Worth In this Year 11 programme, Nathan and Mairi introduce different people each week who share their own stories and insights. This first theme shows two young people, Torema and Joseph, sharing individually about how they experienced a lack of self-respect and dignity as a result of their formative experiences, and then had a light bulb moment (conversion) through which they began to see their true value. This theme invites students to consider how they respect themselves and others, and the role God can play within that. • Addiction In this theme, students hear the story of Dina, who overcame severe drug addiction through the help of family, community, and responsibility and faith. Pupils will learn through her story and discussion activities that the pull of short-term highs is strong, but that maturity and growth happens through appreciating one's own life as a gift and learning to make a gift of oneself to others. Mairi and Nathan invite students to consider their own patterns or tendencies towards addiction, because being aware of our own addictions can help us to be more patient and honest with ourselves and others. • Eating Disorders In this theme, Mairi and Nathan introduce two people, Sarah and James who both suffered from poor emotional health when they were growing up, which led to an eating disorder. James and Sarah have now come through their difficult experiences and speak with great insight into their past emotional and physical struggles. This theme invites students to consider their own deepest needs and the complexities and contradictions within themselves. • Birth Control This theme holds fertility up as a precious gift to be protected, nurtured and valued. Mairi and Nathan lead students through an interview with Em and Sammy, a married couple who tried artificial contraception before moving on to use Natural Family Planning as they grew to appreciate that sex includes the gift of fertility. This led them to a deeper reflection on how love, sex and procreation are all intrinsically linked – because that's how God intended it to be. Through activities and discussions, students end the theme with an invitation to consider what they want their future lives to be like. • Pornography This theme looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships. Mairi and Nathan introduce Isaac and Charlotte, who speak frankly and honestly about their own struggles with pornography. The ultimate takeaway for students is that sexual desire is powerful: making it a part of authentic love is a lifelong challenge and responsibility, but one that leads to maturity and fulfilment. • STIs In this theme, students meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. This led to a lot of risky behaviours, including promiscuity, drug

	misuse and addiction, various Sexually Transmitted Infections (STIs) and two abortions. Through Bobbi's story, activities and discussions, students will consider how the reality of STIs connects to deeper questions about sexual choices and consequences, and how to rethink behaviour that causes harm. • Coercive Control In this final theme of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable. The final interviewee is Annabel, who shares her own journey of looking for love. Through Annabel's story, students will be able to consider what is meant by coercive control and how this type of abusive relationship can develop. They will also be able to discuss issues such as rape, victim-blaming, sexism and misogyny.
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. 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. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. 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. 8. 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	1. 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. 2. 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. 3. 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. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. 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. 6. 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. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 ok. 9. How stereotypes, in particular stereotypes based on sex, 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. 10. 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. 11. 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. 12. Pupils should have an opportunity to discuss 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.
TOPIC	PUPILS SHOULD KNOW

Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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. 4. 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. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. 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.⁹ 7. 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. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. 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.
Being Safe	1. 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. 2. 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. 3. 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. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand 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. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. 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. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault.

	8. The concepts and laws relating to 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. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰ 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. 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. 15. 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. 16. 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	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. 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. 3. 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. 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. 7. 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. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. 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 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Individual Support Centre.