A Hollingworth Learning Trust Academy

# Relationships and Sex Education Policy 2026 to 2027

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| **SLT Responsibility** | Miss M McMahon, Our People Curriculum Lead<br>Mr M Aspden, Deputy Headteacher – Pastoral |
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**VERSION INFORMATION**

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# 1. Aims

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

- To enable our students to know what healthy relationships are in a variety of contexts
- To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex and know how to seek help and support
- To be equipped with the skills to weigh up and effectively manage risk
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and, in the future.
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To know where to access reliable information, advice and support regarding relationships and sex

In line with the academy values, we will be teaching students about the respect they must have for others as well as for themselves.

# 2. Context and rationale

The school understands its obligation to teach RSE as a part of the statutory guidance from the Department for Education. This will compromise of relationships and sex education for Years 7 to 11 students.

Parents and carers will be informed about the policy through annual communication. The policy is available to parents and carers through the school website. If you require this policy in any other format, please contact office@newhouseacademy.co.uk

RSE is an important and necessary part of all students' spiritual, moral, social and cultural development. It is formerly taught as PSHE but is now known as the 'Our People' Curriculum at Newhouse Academy.

RSE begins at a very early age and. While much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which students can be given the facts, using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health, wellbeing and moral development.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the school's 'Our People' Curriculum will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

# 3. Statutory requirements

As a secondary academy school we must provide RSE and physical health and mental wellbeing education to all students as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, section 34 and 35 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

At Newhouse Academy we teach RSE as set out in this policy.

## 4. Policy development

- This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Documents that have been used to inform the School's RSE policy include:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools
- PSHE Association

## 5. Definition

- RSE is about teaching the students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future.
- These relationships include friendships, colleagues, family and sexual relationships.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships.
- It will also make links to equality, diversity, mental health and wellbeing, and Internet safety and online behaviours.
- RSE is not about the promotion of sexual activity. Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation.

## 6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. The content of the wider Our People Curriculum, within which RSE is taught, is based upon the statutory and non-statutory guidance, which includes Keeping Children Safe in Education, the Prevent strategy and the National Curriculum for Citizenship, Gatsby benchmarks and CDI Careers Development framework, alongside the PSHE association's suggested programmes of study. Newhouse Academy's curriculum aims

to help tackle issues such as everyday sexism, misogyny, homophobia, racism and gender stereotypes and take positive action to build a culture where these are not tolerated.

It is important that students are helped to make connections between the learning they receive in RSE and their current and future 'real life' experiences.

'Our People' Curriculum is timetabled weekly for students in Years 7 to 11. The form tutor is timetabled to deliver these lessons due to the strong relationships that are formed between staff and students. On occasions whole year groups or the whole school may have sessions that are delivered by an outside speaker or organisation. Our provision is further enriched by material covered in assemblies or through form time sessions.

RSE content is made accessible to students with Special Educational Needs and Disabilities (SEND) through differentiated instruction, tailored resources, and a supportive classroom environment. School uses simplified language, and repetition to ensure understanding. Teachers also collaborate with HOYs and SENCOs, and involve parents in the process to meet the individual needs of students with SEND.

Parents can request a copy of curriculum materials by contacting Miss McMahon and these will then be shared via email.

## 7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as the 'Our People' Curriculum at Newhouse Academy.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In accordance with the Department for Education Statutory Guidance, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships
- Child-on-child abuse
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Entitlement and equality of opportunity – We promote the needs and interests of all students, irrespective of gender, culture, language, SEND or personal circumstances by taking these differences into account, and adjusting lessons and delivery where necessary to enable all students to access the learning. We expect our students to consider others' needs by addressing these issues directly and appropriately in 'Our People' lessons, ensuring equality for all.

Creating a safe learning environment for all – As PSHE and RSE works within students' real-life experiences, it is essential to establish a safe learning environment.

Clear ground rules need to be established to ensure a safe learning environment. Occasionally, where appropriate, whole year groups, or the whole school may be involved in the delivery of particular topics, again these are designed to ensure a safe learning environment, delivered by experts in the field.

In the course of 'Our People' and RSE lessons, students may indicate in some way that they are vulnerable or 'at risk'. There are clear links here with the school's safeguarding policy, and all staff therefore have clarity about what is required in such circumstances.

Due to the nature of RSE, students' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. Staff will use distancing techniques, set clear ground rules and use question boxes to allow students to raise issues anonymously. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's safeguarding policy.

It is important that students feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to knowing how to respond to questions.

If necessary, teachers should feel able to ask a student to wait for an answer to give them time to consult with MMc, a more senior member of staff in school if required or the DSL team or if the question raises potential safeguarding concerns.

## 8. Inclusive RSE and PSHE

Young people may have varying needs regarding RSE and PSHE depending on their circumstances and background. The school strongly believes that all students should have access to RSE and PSHE that is relevant to their particular needs. To achieve this, the school's approach to RSE and PSHE will take account of:

- **Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to RSE and PSHE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Sexuality identity and sexual orientation:** Newhouse Academy recognise that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. Our approach to RSE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the Our People curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ students. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our rights respecting culture.
- **Mental health and wellbeing:** We recognise the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE and PSHE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained.
- **Special Educational Needs:** We will ensure that lessons are age appropriate and meet the needs of all students. Some students may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes.

## 9. Roles and responsibilities

### 9.1 The Governing Board

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

### 9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 10).

### 9.3 The Deputy Headteacher Safeguarding Lead

The Deputy Headteacher Safeguarding Lead has worked in consultation with the Head of RWV/PSHE/SMSC.

**9.4 Head of Our People Curriculum**
The Head of PSHE is responsible for drafting policies, long term planning and implementation of the Our People Curriculum within which RSE is integrated.

**9.5 Staff**
Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- All form tutors will deliver the PSHE and RSE curriculum. Our Science and RE department will deliver their curriculum.

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

# 10.Parents' right to withdraw

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum.

However, parents have the right to withdraw their children from some or all components of statutory sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted.

Requests for withdrawal should be put in writing using the form found in Appendix 3 (Page 23) of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action such as removal from those lessons.

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

# 11. Safeguarding

Teachers at Newhouse Academy are aware that effective RSE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child protection issue.

All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns. Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and referring to PSHE ground rules regularly. Organisations delivering sessions around RSE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

## 12. 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.

## 13. Monitoring arrangements

The delivery of RSE is monitored by Mary McMahon – Head of Department for the Our People Curriculum through: learning walks, work scrutiny, collaborative planning, teaching support, student voice.

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

This policy will be reviewed by Hannah Gregory-Harris – Deputy Headteacher Curriculum. At every review, the policy will be approved by the governing board.

## Appendix 1: Relationships and Sex Education Curriculum map

| YEAR GROUP | TERM | TOPIC / THEME DETAILS |
|---|---|---|
| Year 7 | HT1 | • **Emotional wellbeing: managing change and transition**<br>– Thriving in secondary school<br>– Goal setting<br>– Managing emotions<br>– Managing reactions<br>– Developing positive thinking habits<br>– Managing rumination and worry<br>– Managing tension and stress |
| | HT2 | • **Friendship and bullying**<br>– Friendships and empathy<br>– Bullying and bystanders<br>– Friendship challenges<br>– Similarities, differences and peer influence<br>– Coercive friendships |
| | HT3 | • **Families and changing relationships**<br>– Understanding changing relationships<br>– Roles in the family<br>– Managing change, loss and grief<br>– Family courts |
| | HT4 | • **Puberty and keeping safe**<br>– Puberty and emotional changes<br>– Menstrual wellbeing<br>– Testicular health<br>– Taking care of female hygiene<br>– Making disclosures<br>– Keeping safe |
| | HT5 | • **Influences on relationships**<br>– Healthy and unhealthy relationships<br>– Managing conflict<br>– Introduction to consent<br>– Deciding what to watch<br>– Relationships on-screen<br>– Managing challenging content |

| YEAR GROUP | TERM | TOPIC / THEME DETAILS |
|---|---|---|
| Year 8 | HT1 | • **Health and wellbeing**<br>– Making healthier choices<br>– Maintaining dental health<br>– Being active<br>– Healthier sleep habits<br>– Climate change and wellbeing<br>– Navigating different views<br>– HPV education |
| | HT2 | • **Personal safety and managing risk**<br>– Firework safety<br>– Staying safe on the roads<br>– Water safety<br>– Classroom RevivR (CPR)<br>– Understanding drugs<br>– Tobacco and nicotine<br>– Alcohol and risk |
| | HT3 | • **Belonging and community**<br>– Identity and community<br>– Bias and stereotypes<br>– Discrimination and the protected characteristics<br>– Values and constructive disagreement<br>– Diverse and supportive communities |

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| | HT4 | • **The online world**<br>– Click and pay: phones and financial risk<br>– Gaming, social media and algorithms: The pressure to spend online<br>– Money matters: Seeking help and support<br>– The business of influence<br>– Feeding the algorithm |
| | HT5 | • **Healthy and unhealthy relationships**<br>– Healthy relationships<br>– Sexualised media<br>– Safer online relationships<br>– Sexual harassment and harmful sexual behaviour<br>– Sharing of nudes<br>– Consent<br>– Preventing gender-based violence |

| YEAR GROUP | TERM | TOPIC / THEME DETAILS |
|---|---|---|
| Year 9 | HT1 | • **Mental health and wellbeing**<br>– Managing strong emotions<br>– Managing distractions<br>– Managing disappointments and setbacks<br>– Unhealthy coping strategies<br>– Healthy coping strategies<br>– Influences and self-expression |
| | HT3 | • **Drug education**<br>– Vaping<br>– Exploring attitudes<br>– The law and managing risk<br>– Alcohol and cannabis<br>– Managing influence |
| | HT4 | • **Managing risk in relation to the law**<br>– Serious and organised crime<br>– Causes of cybercrime<br>– Effects of cybercrime<br>– Run, hide, tell |
| | HT5 | • **Intimate sexual relationships**<br>– Avoiding assumptions<br>– Freedom and capacity to consent<br>– Relationship values<br>– Contraception<br>– Sexual health<br>– Managing the ending of relationships |
| | HT6 | • **Navigating online harms**<br>– Feelings about sharing nudes<br>– Motivations and consequences<br>– Tackling deepfakes<br>– Exploring harms and misconceptions<br>– Responding to misogyny |

| YEAR GROUP | TERM | TOPIC / THEME DETAILS |
|---|---|---|
| Year 10 | HT1 | • **Independence, health choices and wellbeing**<br>– Study skills<br>– Making informed choices<br>– Making decisions about being active<br>– Menstruation matters<br>– Exploring donation<br>– What is testicular cancer?<br>– Breast awareness<br>– Signs, symptoms and self-examination |
| | HT2 | • **Navigating the online world**<br>– How does AI affect our daily lives?<br>– What are the limitations of generative AI? |

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| | | – How does generative AI affect our understanding of the world?<br>– How do chatbots affect relationships?<br>– Deepfakes: What's the harm?<br>– Deepfakes: What can be done<br>– Social attitudes to sending nudes |
| | HT3 | ● **Friendships, diversity and challenging extremism**<br>– Recognising and challenging bullying behaviour<br>– Recognising and challenging unhealthy attitudes to bullying<br>– Valuing diversity<br>– Understanding and preventing extremism<br>– How are people drawn into extremist groups? |
| | HT4 | ● **Managing influence**<br>– Under the influence: All about the money<br>– Under the influence: Can it be trusted?<br>– The impact and spread of misogynistic narratives<br>– Safely challenging misogynistic beliefs and attitudes<br>– Ipsos: gambling |
| | HT5 | ● **Exploring consent and recognising abuse**<br>– The role of intimacy and pleasure<br>– The impact of pornography<br>– Pressure, persuasion and coercion<br>– FGM<br>– Forced marriage<br>– Relationship rights and reporting abuse |

| YEAR GROUP | TERM | TOPIC / THEME DETAILS |
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| Year 11 | HT2 | ● **Life-long wellbeing**<br>– Mental health and wellbeing throughout life<br>– Managing distractions<br>– Changing thinking habits<br>– Seeking help and support<br>– Managing stress and tension<br>– Managing change, loss and grief<br>● **Online financial harms**<br>– Making money online: Rights, risks and cryptocurrencies<br>– Wanna bet? Controlled and uncontrolled online spending<br>– Financial exploitation online: Factors, strategies and support<br>– Money laundering<br>– Social engineering |
| | HT3 | ● **Safe relationships and sexual health**<br>– Healthy and unhealthy relationships<br>– Power and control<br>– Setting boundaries and getting help<br>– Relationship behaviours<br>– Choices related to sex and contraception<br>– Sexual health<br>● **Families, fertility and pregnancy**<br>– Long-term commitments<br>– The legal status of marriage<br>– Parenting<br>– Fertility and routes to parenthood<br>– Pregnancy outcomes<br>– Pregnancy choices |
| | HT4 | ● **Drugs and personal safety**<br>– Assessing the risk<br>– Managing influence<br>– Help seeking<br>– How it might start<br>– Risks and consequences<br>– Getting out<br>– Looking out for each other |

## Appendix 2: Statutory content:

By the end of secondary education, students should know

| TOPIC | STUDENTS SHOULD KNOW |
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| Families | • That there are different types of committed, stable relationships.<br>• How these relationships might contribute to wellbeing, and their importance for bringing up children.<br>• 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.<br>• That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.<br>• That forced marriage and marrying before the age of 18 are illegal.8<br>• How families and relationships change over time, including through birth, death, separation and new relationships.<br>• 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.<br>• 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 | • 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.<br>• 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.<br>• 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.<br>• What tolerance requires, including the importance of tolerance of other people's beliefs.<br>• 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.<br>• 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.<br>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.<br>• 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.<br>• 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. |

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| | • 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.<br>• 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.<br>• 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. |
| Online safety and awareness | • Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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<br>• 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.<br>• 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.<br>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.<br>• 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. |

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| | • 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. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.<br>• How information and data is generated, collected, shared and used online.<br>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).<br>• That criminals can operate online scams, for example 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.<br>• 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. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. |
| Being safe | • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• The concepts and laws relating to sexual violence, including rape and sexual assault.<br>• 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.<br>• The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.<br>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.<br>• The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.<br>• The concepts and laws relating to forced marriage. |

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| | • 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• That some sexual behaviours can be harmful.<br>• 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.<br>• 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.<br>• 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<br>• The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.<br>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.<br>• How and where to seek support for concerns around sexual relationships including sexual violence or harms.<br>• 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. |
| Mental wellbeing | • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. |

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| | • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.<br>• That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.<br>• That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.<br>• Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.<br>• How to critically evaluate which activities will contribute to their overall wellbeing.<br>• Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.<br>• That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.<br>• That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety. |
| Wellbeing online | • About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.<br>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.<br>• The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.<br>• How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.<br>• The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.<br>• The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it. |
| Physical health and fitness | • The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.<br>• Factual information about the prevalence and characteristics of more serious health conditions.<br>• That physical activity can promote wellbeing and combat stress. |

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| | • The science relating to blood, organ and stem cell donation. |
| Healthy eating | • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.<br>• The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.<br>• The impacts of alcohol on diet and unhealthy weight gain. |
| Drugs, alcohol, tobacco and vaping | • The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.<br>• The law relating to the supply and possession of illegal substances.<br>• The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.<br>• The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.<br>• The dangers of the misuse of prescribed and over-the-counter medicines.<br>• The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.<br>• The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. |
| Health protection and prevention, and understanding the healthcare system | • Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.<br>• Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.<br>• How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.<br>• The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.<br>• The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.<br>• The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.<br>• The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.<br>• How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.<br>• The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment. |
| Personal safety | • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water |

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| | (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).<br>● How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.<br>● How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.<br>● Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.<br>● The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).<br>● The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. |
| Basic first aid | ● Basic treatment for common injuries and ailments.<br>● Life-saving skills, including how to administer CPR.11<br>● The purpose of defibrillators, when one might be needed and who can use them. |
| Developing bodies | ● The main changes which take place in males and females, and the implications for emotional and physical health.<br>● The facts about puberty, the changing adolescent body, including brain development.<br>● About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.<br>● The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women. |

**Appendix 3: Parent form: withdrawal from sex education within RSE**

| TO BE COMPLETED BY PARENTS | | | |
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| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing my child 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 | |
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| Agreed actions from discussion with parents | |