Glebelands
Respect and Achieve

Reviewed: May 2026
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Local School Statutory Policy

# Relationship and Sex Education Policy

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As an academy school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Glebelands we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Pupil consultation – we investigated what exactly pupils want from their RSE

4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

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

In both Key Stage 3 and Key Stage 4 the main aspects of the Relationships and Sex Education curriculum are delivered within Learning for Life lessons and by members of staff who have some expertise in these areas.

In Key Stage 4 nurses and other qualified professionals are invited to school to support the delivery of the curriculum and are given very clear guidelines within which to work.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships
- Online and media
- 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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

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

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

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

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

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

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage

- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

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

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

# 8. Roles and responsibilities

## 8.1 The governing board

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

## 8.2 The headteacher

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

## 8.3 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/carers wish them to be withdrawn from the non-statutory/non-science 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.

Mrs Procter is responsible for teaching RSE at Glebelands.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of 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, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

## 10. Training

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

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by Chris Smitheram (Deputy Headteacher) through:

Monitoring of curriculum, link meetings, learning walks and parental communication.

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

This policy will be reviewed yearly by Chris Smitheram (Deputy Headteacher)]. At every review, the policy will be approved by governing body.

# Appendix 1: Learning for Life Curriculum Map

| Key: | Health and well-being | Relationship Sex Education (RSE) | Living in the wider world | External talks & Assemblies |
|---|---|---|---|---|

| Year 7 | | | | | | |
|---|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | How can we manage the transition to secondary school, look after our wellbeing and identify sources of support? | What is mental health, how can we recognise and manage stress and tension, and where can we find support? | How can we recognise coercion, manipulation and unhealthy behaviours in friendships and relationships, and know when to seek support? | What changes happen during boys' puberty, and how can we understand and look after our testicular health? | How can we recognise our wants and needs, prioritise our wellbeing and make healthy choices? | Why are regular attendance and punctuality important for our learning, wellbeing and future opportunities, and how can we develop positive habits for education and employment? |
| 2 | How can we recognise risks and stay safe when travelling, including road and pedestrian safety? | How can we develop resilience, emotional wellbeing and healthy coping strategies when faced with challenges in relationships and everyday life? | What are the characteristics of healthy and unhealthy relationships, and what role does consent play in healthy relationships? | What changes happen during puberty, including menstruation, and how can we understand our physical and emotional health and recognise when menstrual or other health problems need medical support? | How can we critically evaluate media and recognise bias, misinformation and unreliable information? | How can we recognise our strengths, qualities and areas for development, set realistic goals and develop positive habits to support our wellbeing and personal growth? |
| 3 | How can we show respect, kindness and tolerance towards others and value our differences? | How do kindness, empathy and respect help us to develop and maintain positive, healthy and respectful relationships with others? | What are the different types of families, what makes family life safe and supportive, and what are the responsibilities of parenting? | How can we recognise risks and stay safe around water? | How can we make informed choices about online content, manage challenging or harmful content and protect our wellbeing? | How can understanding our strengths, interests, skills and qualities help us explore and make informed choices about future careers? (Unifrog: 101 11-14 course, Interests & personality quiz) |
| 4 | What are the protected characteristics, and how do equality, respect and the law help us challenge prejudice and discrimination? | Why is trust important in building and maintaining healthy, respectful relationships? | How can families manage conflict and separation, and how can family courts help to support children and families? | How can we recognise, manage and respond to peer influence and peer pressure? | How can we stay safe online, recognise and manage online risks, and protect ourselves and others when using digital technologies and social media? | What skills do employers value, and how can we develop and demonstrate these skills for our future education, employment and careers? (Unifrog employability skills) |
| 5 | What is racism, how can it affect individuals and communities, & how can we challenge racial prejudice & discrimination? | How can we maintain healthy friendships, manage conflict and prevent disagreements from becoming fallouts? | What is marriage, why is it an important relationship choice for some people, and why must marriage always be freely entered into with consent? | End of term quiz/ boost | How can we recognise the signs of online grooming, understand the risks and know how to seek help? | How can we make informed spending decisions, think critically about what we buy, and manage our money responsibly? |

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| 6 | How can we develop self-esteem, self-respect and a positive sense of identity? | How can we stay safe, communicate respectfully and make positive choices when using group messaging? | Why are personal hygiene, oral health, allergies, vaccination and infection prevention important, how are infections treated, and why is responsible use of antibiotics important in preventing antimicrobial resistance? | | How can we recognise bullying, seek support/ help to prevent & challenge bullying in order to promote safe, respectful and healthy relationships? | How can we plan and make informed financial decisions for a summer holiday?<br>(Unifrog budgeting quiz) |
| 7 | How can we stay safe when using or watching fireworks? | End of term quiz/ boost | | | How can we manage change, loss and grief, and where can we find support? | End of Term quiz/ boost |
| | | | | Road safety | | Safety (Police) |

Year 8

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| 1 | How can we recognise and manage risks when travelling independently and stay safe? | What makes a relationship healthy, respectful and inclusive, and how can relationships be different, including marriage, civil partnerships and same-sex relationships? | What is consent, how can we recognise, communicate and withdraw it, and why is consent important in healthy relationships, including online? | How can we recognise, manage and respond to peer influence and peer pressure? | Water safety: Have you got there back? | How can we open and manage a bank account, understand a bank statement, and make informed decisions about our money? |
| 2 | How do protected characteristics shape our identity, what makes us different, and what does the law protect us from? | What does it mean to be a great man, and how can positive qualities such as respect, kindness, courage and responsibility shape healthy relationships? | How can the media portray relationships, and how can these portrayals influence our understanding and expectations of healthy relationships? | How can we recognise our wants and needs, prioritise our wellbeing and make healthy choices? | Why can social media sometimes feel stressful, even when it is meant to be fun, and how can we protect our wellbeing online? | How can we develop ambitious but realistic career goals and plan the steps needed to achieve them? |
| 3 | How can we use inclusive and respectful language and recognise when words or behaviour may hurt or exclude others? | What is mental health, how can we recognise and manage stress and tension, and where can we find support? | What is violence against women and girls (VAWG), what forms can it take, and how can respectful attitudes and healthy relationships help prevent it? | What are cyberbullying and online trolling, how can they affect people, and how can we respond safely if we experience or witness them? | What is self-harm, why might someone experience urges to self-harm when coping with difficult feelings, and how can they access safe support? | How can we explore a wide range of careers, understand the pathways into them, and use reliable careers information to make informed choices about our future? |

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| 4 | How can we explore our identity, recognise our strengths and interests, and develop a positive sense of self? | How can we stay safe, manage peer pressure and make positive choices around knife crime and serious violence? | What is forced marriage, why is consent important, and where can someone seek help if they are at risk? | What do we need to know about eating disorders, how can they affect health and wellbeing, and where can people find help and support? | How can we look after our physical health and wellbeing through physical activity and healthy lifestyle choices, including protecting our skin from sun damage and reducing the risk of skin cancer? | What employability skills do employers value, and how can we develop and demonstrate these skills in education, everyday life and the workplace? |
| 5 | What are stereotypes, why do people make assumptions about others, and how can stereotypes be unfair or harmful? | Why is it important to understand county lines, criminal exploitation, gangs and serious organised crime, and how can we recognise risks and seek help? | What are separation, divorce and bereavement, how can experiences of loss affect our emotions and wellbeing, and how can we seek support? | *End of term quiz / boost* | How can we understand nutrition and hydration, and make informed choices about healthy eating and drinking? | What does it mean to be an entrepreneur, and what skills, qualities and opportunities can support someone to start and develop a business? |
| 6 | What does gender equality mean, why is it important, and how can we promote fairness and respect? | How can we enjoy fireworks safely and responsibly while considering the wellbeing of ourselves, others, animals and our community? | What forms of sexism still exist in society, and how can we recognise and challenge sexist attitudes and behaviour? | [redacted] | Why are sufficient sleep and good personal hygiene important for our physical health, mental wellbeing and overall wellbeing? | What can we learn from people who work in different careers, and how can their experiences help us understand the world of work? |
| 7 | [redacted] | *End of term quiz/ boost* | [redacted] | [redacted] | What are the health risks of smoking tobacco and vaping, including the link between smoking and lung cancer, what are the benefits of quitting, and where can people access support to stop? | *End of term quiz / boost* |
| | | | Smashed (alcohol safety) | | | |

| Year 9 | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | How can tolerance, respect and understanding help us | How can pornography present unrealistic or harmful ideas about sex and | What are coercive, controlling, exploitative and abusive behaviours, and how can we | How can we understand and manage anxiety, support our mental wellbeing, and use | *End of term quiz/ boost* | How can online algorithms, advertising and personal data influence our spending and |

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| | build healthy and respectful relationships? | relationships, and how might this affect the way we view ourselves and sexual partners? | recognise when a relationship is unsafe? | respectful language to challenge mental health stigma? | | gambling choices, and how can we recognise and manage the risks of targeted content, online manipulation, gambling and debt? |
| 2 | Why are sufficient sleep and good personal hygiene important for our health and wellbeing? | What are the risks and legal consequences of sharing intimate images, and how can we make safe, responsible choices online? | What are stalking, sexual harassment and sexual violence, how can they affect people, and how can we recognise and respond to them safely? | How can we support our mental wellbeing and develop positive ways of coping with everyday challenges? | What are the risks of legal, prescribed and illegal drugs, how can drug use affect physical and mental health, and how can dependence and addiction develop? | What is cybercrime, why might people become involved in it, and how can I recognise online risks, make safe choices and protect myself and others? |
| 3 | What is misogyny, how can misogynistic attitudes and stereotypes affect individuals and relationships, and how can we recognise them? | What are the different contraceptive choices available, how effective are they, and how can we make informed choices about contraception and sexual and reproductive health, including fertility and menopause? | What is anti-social behaviour, how can it affect individuals and communities, and what are the possible consequences? | How can we recognise changes in our physical health, know when to seek medical help, access and navigate healthcare services, understand medical consent and confidentiality, and use medicines safely and responsibly? | What do we need to know about cannabis, what are its risks, and why is the idea of cannabis as a "gateway drug" debated? | What are my strengths, skills and interests, and which careers and pathways could be a good fit for me? |
| 4 | How can we challenge misogynistic attitudes, stereotypes and behaviours and promote equality, respect and healthy relationships? | What are STIs, including HIV, how are they transmitted and treated, and how can condoms, testing, PrEP, PEP and confidential sexual health services help us protect our sexual health? | How can we end relationships safely and respectfully, and manage the difficult feelings that relationship endings can bring? | How can we manage risks and keep ourselves safe in and around water? | What are the short- and long-term effects of alcohol use, including dependency, on our physical health, mental wellbeing, behaviour and relationships? | What workplace skills do employers value, and how can I develop and demonstrate these skills? |
| 5 | Why are communities important, and how can we contribute positively to our community and support others? | How can sexualisation and sexualised representations in the media influence our expectations, attitudes and behaviour towards ourselves and others? | What are FGM, virginity testing, hymenoplasty and honour-based violence, how can they cause harm, and how can we recognise the signs, stay safe and access support? | How can we respond safely in an emergency, call for help, use basic first aid and CPR, and understand when and how to use a defibrillator? (Classroom RevivR) | How can we manage our money responsibly, make informed financial decisions and avoid or manage debt? | How can our online reputation, digital footprint and personal appearance affect our future education, employment and career opportunities? |
| 6 | What is the age of consent, and how do respect, trust and boundaries help us understand consent, recognise sexual pressure, | How can we recognise and manage risks associated with fireworks and make safe, responsible choices? | How can I prepare for the challenges and opportunities of KS4, manage disappointment and setbacks, and develop resilience and strategies that | | What does the cost of living mean, and how can we make healthy food choices while managing a budget? | How can volunteering help us develop skills, experience and connections that support our future education, employment and career choices? |

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| | make informed choices and understand the choice to delay sex? | | support my wellbeing and future goals? | | | |
| 7 | | *End of term quiz/ boost* | | | What is financial exploitation and online fraud, how can we recognise the risks, and where can we find help and support? | *End of term quiz/ boost* |
| | | | | | | |
| | | | Year 10 | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | How can we support our mental wellbeing, and how can physical activity help us manage stress and improve our mental health? | How does the brain develop through adolescence, and how can relationships with parents and carers influence our development and wellbeing? | How can generative AI affect our lives, and how can we recognise its limitations, deepfakes and other risks, and protect ourselves and others online? | What are my rights and responsibilities at work, and how can I understand and uphold them? | How can we use our skills, strengths and work experience to create an effective CV for future career opportunities? | How can we recognise the risks of gang involvement and criminal exploitation, and what can we do to stay safe and seek help? |
| 2 | How can social media affect our wellbeing, relationships, body image and sense of self, and how can we recognise unhealthy comparison, manage feelings of loneliness and build resilience? | How can we stay safe when forming relationships online, and what risks should we be aware of? | How can we recognise and manage compulsive or unwanted behaviours, and know when to seek help? | Work experience - 1 week placement | How can we reflect on our experiences and communicate our strengths effectively in a personal statement? | What are the risks of cybercrime and the dark web, and how can we protect ourselves from financial and criminal exploitation online? |
| 3 | What do equality and respect mean, and how can we challenge prejudice and discrimination to promote fairness and inclusion? | How can bullying, harassment and harmful online behaviour affect individuals and relationships, and how can we respond safely and responsibly? | What is the science behind blood, organ and stem cell donation, and why is donation important to individuals and society? | What have we learned from our work experience, and how can we use this to identify our strengths, skills and areas for development? | What are my strengths, interests and skills, and how can they help me explore suitable careers and future pathways? (Unifrog: 101 14-16 course, Interests & personality quiz, career exploration tools) | How can prejudice and discrimination contribute to hate crime, and how can we recognise, challenge and report hate-related behaviour? |
| 4 | How can misogynistic attitudes and harmful online influences affect relationships, consent and behaviour, and how can we challenge them? | | How can harmful online content and extremist narratives influence people, and how can we recognise the risks of radicalisation and know where to seek help? | | How can we use our skills and experiences to demonstrate our suitability for future education, training and career pathways? | How can we recognise changes in our bodies, including signs of breast, testicular and bowel cancer, understand the benefits of self-examination and screening, and know when to seek medical advice? |

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|---|---|---|---|---|---|---|
| | 1:1 Innervate interviews (throughout year) | | Careers Fair at Godalming College | Work experience assembly (Waverley federation) | Charlie's promise: Knife crime assembly | NHS outreach- sexual relationships |
| | | | Year 11 | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 1 | What post-16 options and pathways are available to me, and how can I prepare for a practice interview? | How can AI chatbots affect our understanding of healthy and unhealthy relationships, and how can we recognise, report and seek support for abuse? | How can pornography influence our understanding of sexual behaviour, relationships and consent, and what are the risks of harmful sexual behaviours such as strangulation? | Revision for GCSE exams | GCSE exams | |
| 2 | How can we manage change, loss and grief, recognise when we or others may need support, and know how to seek help and keep ourselves safe? | What are the legal rights and protections relating to sexual orientation and gender reassignment in the UK and different countries, and why are equality and respect important? | What are the choices available in an unplanned pregnancy, what can cause miscarriage, and where can we access accurate, impartial information and support? | | | |
| 3 | What are the health risks of smoking and vaping, what are the benefits of quitting, and where can people access support to stop? | What are the dangers of sexual exploitation, and how can we recognise unhealthy relationships and set healthy boundaries? | How can fertility be affected by age, lifestyle and health, and what choices and support are available to help people make informed decisions about their reproductive health? | | | |
| 4 | How can alcohol and drugs affect judgement, decision-making, consent and sexual risk? | | | | | |
| | Practice interview day<br><br>Preparing CV using Unifrog | Careers Day | | | | |

## Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships.<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. |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| 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>• 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.<br>• 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.<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.<br>• 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. |

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| **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.<br>• 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. |

| TOPIC | PUPILS SHOULD KNOW |
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| | • 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. |

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| 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.10<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.<br>• 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. |

| TOPIC | PUPILS SHOULD KNOW |
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| | • 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. |

## Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL | |
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| Agreed actions from discussion with parents/carers | |
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