



MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

RELATIONSHIP AND SEX EDUCATION POLICY

September 2026

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1.1 The aims of Relationships and Sex Education (RSE) at our school are to:

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

1.2 The Overall School Aims and Objectives:

Moulsham High School's core values are: Enjoy, Enrich, Achieve. We recognize that students will only be able to achieve these if they are safe and able to make safe decisions. RSE is a vital way of preparing students to make these decisions. Underpinning our teaching of RSE is the belief that at Moulsham High all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE we are upholding the ethos and values of our school, its commitment to equity and its celebration of difference.

STATUTORY REQUIREMENTS

2.1 As a secondary academy, we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

2.2 In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

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

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2.4 At Moulsham High School we teach RSE as set out in this policy.

POLICY DEVELOPMENT

- 3.1 This policy was reviewed and developed in consultation with our staff, Local Governing Committee, students and parents/carers. We will ensure that the policy is effectively communicated to staff and parents, including through publishing it on our school website.

DEFINITION

- 4.1 For the purpose of this policy:
- We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships, including friendships; intimate, sexual and committed relationships and family life.
 - We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes contraception, safer sex, sexually transmitted infections and sexual health. We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.
 - We believe that high quality, comprehensive RSE is not about the promotion of sexual activity, but in fact builds students' confidence and self-esteem and helps them in understanding the reasons for delaying sexual activity.

CURRICULUM

- 5.1 Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
- The curriculum programme of RSE lessons taught in Years 7-11 is developed by the Subject Leader for PRE/Citizenship and PSHE in conjunction with the Head of Faculty for PRE/Citizenship and PSHE.
 - This is supported by assembly contributions from Standards and Progress Leaders in Years 7-11.
 - RSE is planned and delivered through the Sixth Form team in Years 12 and 13 and delivered by Form Tutors.

- Our RSE curriculum meets the learning objectives and content outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance of September 2025.
- All content is delivered in a timely way and is age and developmentally appropriate to meet our students' needs, including those with SEND.
- RSE is taught through a spiral curriculum approach, revisiting topics as students gain maturity and understanding.

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

DELIVERY OF RSE

- 6.1 RSE is delivered as part of our Personal, Social, Health and Economic planned, timetabled lessons across Years 7-11.
- 6.2 RSE is also planned and delivered by the Sixth Form Team in Years 12 and 13, including form tutors.
- 6.3 The Subject Leader for Philosophy/Religion/Ethics, Citizenship and P.S.H.E. liaises with colleagues in related curriculum areas to ensure a holistic and joined-up approach to RSE teaching.
- 6.4 We also supplement learning using a whole school approach, including time out of planned lessons such as tutor time and assemblies.
- 6.5 We take care to highlight lessons that contain what we define as sex education so that the wishes of parents who have withdrawn their children from this content can be respected.
- 6.6 If appropriate, we use external agencies to deliver aspects of Relationships and Sex Education.
- 6.7 The RSE curriculum is delivered in a non-judgmental, factual way, using correct medical terms where appropriate (e.g. when teaching about external body parts).
- 6.8 School staff are not expected to express their personal views or beliefs when teaching RSE.
- 6.9 As far as is appropriate, students with Special Educational Needs follow the same RSE curriculum as all other students. Careful consideration is given to the level of scaffolding needed, and in some cases the content or delivery may be adapted. Inclusion staff, including Learning Support Assistants, work with individuals where required, sometimes on a one-to-one basis.
- 6.10 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).

- 6.11 The school makes sure that:
- Core knowledge is sectioned into units of manageable size
 - The required content is communicated to pupils clearly, in a carefully sequenced way and within a coherent scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- 6.12 RSE focuses on giving students information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:
- Families
 - Respectful relationships, including friendships
 - Online safety and awareness
 - Intimate and sexual relationships, including sexual health
- 6.13 RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff. All staff who deliver RSE undergo regular training to ensure they are up to date with the RSE policy and curriculum requirements.
- 6.14 Teachers will make sure that students understand the importance of equality and respect and learn about the law relating to the Protected Characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.
- 6.15 A range of teaching methods are used. Opportunities are provided for students to assess evidence, make decisions, negotiate, listen, solve problems and work independently and with confidence. While there is an important place for direct teaching and the use of audio-visual aids, much of the teaching actively involves students. Teaching strategies used include discussions, games, case studies, role play, problem solving exercises, questionnaires and group work. Clear ground rules are established when discussing sensitive issues. These help to minimize embarrassment, distress and unconsidered, unintended personal disclosures
- 6.16 Teachers make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.
- 6.17 The school will make sure that all teaching and materials are appropriate for the ages and needs of the students, including any additional needs, such as special educational needs and disabilities (SEND).

ASSESSMENT

- 7.1 Moulsham High School uses a range of assessment strategies to measure students' progress in R.S.E. These also enable staff to identify where extra support and/or intervention is needed. Assessment methods used include Low stakes quizzes, formal tests, written assessments, and questioning in lessons.

- 8.1 It is important for secondary students to know what the law says about certain topics covered in R.S.E., particularly in relation to the law and young people. This will help students identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:
- Marriage, including forced marriage and civil partnerships
 - Consent, including the age of consent
 - Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
 - Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
 - Online behaviours, including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes).
 - Online sexual harassment and online sexual abuse, including grooming and sextortion
 - Pornography
 - Abortion
 - The Protected Characteristics
 - The age of criminal responsibility
 - Partnership, pregnancy and maternity
 - Race, religion or belief, sex, sexual orientation
 - Alcohol, smoking, vaping and nicotine products and illicit drug use.
 - Gambling
 - Carrying knives and weapons
 - Extremism/radicalization
 - Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
 - Hate crime
 - Medical consent, Gillick competence and parental responsibility
- 8.2 For more information about our RSE curriculum, see Appendices 1 and 2.
- 8.3 We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.
- 8.4 Many areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatization of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some

children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

INCLUSIVITY

- 9.1 We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.
- 9.2 We are committed to an RSE programme that makes every student feel valued and included and is relevant to them. An inclusive RSE at Moulsham High School seeks to challenge all forms of discrimination and prejudice and to promote understanding and respect as outlined under the Equality Act 2010.
- 9.3 We teach about topics in a manner that:
- Considers how a diverse range of students will relate to them
 - Is sensitive to all students' experiences
 - During lessons, makes students feel:
 - a. Safe and supported
 - b. Able to engage with the key messages
- We will also:
- Make sure that students learn about topics in an environment that is appropriate for them, for example in:
 - a. Whole-class setting
 - b. Small groups or targeted sessions
 - c. 1-to-1 discussions
 - d. Digital resources.
 - Consider carefully the level of adaptation needed.

RESOURCES

- 10.1 We consider whether the resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
 - Would support students in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age and maturity of the students
 - 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 students experiences and won't provoke distress

USE OF EXTERNAL ORGANISATIONS AND MATERIALS

11.1 Occasionally Moulsham High School may invite external experts and visitors to contribute to our RSE programme. These are selected to enrich and supplement our RSE provision. We make sure that any external agency and/or materials used are accurate, age and stage appropriate, unbiased and in line with our legal duties around political impartiality.

11.2 We:

- Make appropriate checks and engage with external agencies beforehand 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 students' developmental stage
- Comply with:
 - a. This policy
 - b. The Teachers' Standards
 - c. The Equality Act 2010
 - d. The Human Rights Act 1998
 - e. The Education Act 1996
- Only work with external agencies we have full confidence in.
- 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.
- 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.
- 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 a teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.

11.3 We won't, under any circumstances:

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

ROLES AND RESPONSIBILITIES

12.1 The Local Governing Committee

The Local Governing Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

12.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers as requested, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Section 13).

12.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's designated safeguarding lead (DSL Mark Blenkin).

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.

Our RSE Leads are Nicole Morrish (Head of PRE, Citizenship and PSHE Faculty) and Amanda Lapham (Subject Leader Citizenship and PSHE).

12.4 Pupils

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

PARENTS' RIGHT TO WITHDRAW

- 13.1 Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this
- 13.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- 13.3 A copy of any withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.
- 13.4 In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the headteacher can refuse a request to withdraw the student from sex education.
- 13.5 If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly.
- 13.6 Alternative PSHE work will be given to pupils who are withdrawn from sex education and completed in a supervised location.

TRAINING

- 14.1 Staff are trained on the delivery of RSE by the PRE, Citizenship and PSHE Faculty and completing relevant National College modules.
- 14.2 The Headteacher and PRE, Citizenship and PSHE Faculty 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.

MONITORING ARRANGEMENTS

- 15.1 We regularly monitor our RSE programme to ensure: the quality of teaching is consistently high; the curriculum meets statutory requirements and learning outcomes are reflective of our students' needs.
- 15.2 The Head of Philosophy/Religion/Ethics, Citizenship and P.S.H.E. monitors the quality of the delivery of RSE through:
 - Learning walks.
 - Lesson observations.

- Book checks.
 - Student voice.
- 15.3 The Assistant Headteacher who line manages the Head of Philosophy/Religion/Ethics, Citizenship and P.S.H.E., monitors the implementation of the programme at fortnightly line management meetings.
- 15.4 The school's Senior Leadership Team monitors the implementation of the RSE programme through:
- Learning walks.
 - Lesson observations.
 - Book checks.
 - Subject review, including student voice.
- 15.5 Students development in RSE is monitored by class teachers as part of our internal assessment system.
- 15.6 This policy is reviewed by the Local Governing Committee annually. At every review, the policy will be approved by the Local Governing Committee.

APPENDIX A – CURRICULUM MAP

RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	1	• Puberty and the physical/emotional impacts • Developing positive and respectful relationships and the positive roles these can play. Features of good friendships and relationships • Gender identity, sexuality and biological sex, the characteristics and positive aspects of healthy one-to-one intimate relationships • Friendships and relationships including what people value in friendship, the positive role friends play in people's lives, the link between friendship and consent, the features of a good friendships alongside romantic/sexual relationships • Body image including resistance to appearance pressures and building body confidence • Relationships ending, the best way to end relationships, supporting respectful and kind communication especially in conflict situations, resolving conflicts • Bullying including the different types, how to get help, the use of technology and social media for bullying, harassment and abuse. How to report bullying and where to find support. • Online risks including fake social media accounts, AI generated content, social media users saying extreme things, exaggerated and idealised profiles	• PowerPoints • Worksheets • Quizzes • Teacher notes • Handouts from local organisations • Sanitary towels • Active reading activities e.g. comprehension columns • Textbooks- Your Life 1 and 2
Year 7	3	• 2 lesson review/recall of all of the topics covered in term one	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	1	• Self-esteem and the ingredients of positive relationships, over-reliance on online relationships including those formed through social media • People curating a specific image of their life online • The benefits, risks and consequences of different levels of intimacy, the level of intimacy is appropriate at different stages in relationships, reasons intimacy in a relationship needs to be at an agreed, comfortable level for both partners, the benefits of delaying sex • How feelings towards relationships change as a teenager, the motivation be for having a boyfriend/girlfriend, reasons some people find it difficult to develop new relationships, skills for ending relationships/friendships with kindness and managing difficult feelings of relationships ending • Diversity in sexual attraction, the importance of challenging assumptions & stereotypes about sexuality (and how these stereotypes cause damage by normalizing prejudice and non-consent), how respect for those whose feelings are different from our own can be promoted, laws which protect people with differing sexualities • The pressures put on teenagers to have sex, the strategies there are there to help deal with these pressures • The importance of consent • Key issues including grooming, abuse, domestic abuse, honour-based violence, forced marriage, female genital mutilation including virginity-testing and hymenoplasty, recognizing misogyny, disinformation and misinformation online	• PowerPoints • Worksheets • Quizzes • Teacher notes • Handouts from local organisations • Active reading activities e.g. comprehension columns • Textbooks- Your Life 1 and 2 • Scripts • Matching activities • Reviewing scenarios
Year 8	3	2 lesson review/recall of all of the topics covered in term one	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	1	- Investigating a holistic approach to sex including being 'ready for sex' and the link of this to consent, why some might suggest that delaying having sex is a good idea, factors that influence young people - The Serious Crime Act 2015 and its implications including issues surrounding sexual harassment (including unsolicited sexual language, attention and bullying), violence, age-inappropriate sexual language - The three choices following unplanned pregnancy, the financial and emotional costs of an unplanned pregnancy, information about miscarriage, The importance of pelvic floor health - The different types of STIs, the consequences of STIs and how they are transmitted, the treatment and prevention of STIs, navigating local healthcare systems and where to go for support - HIV its impact on people and their families, drugs to prevent HIV including PrEP and PEP and how to access these - The different types of contraception, effective condom use, the efficacy of different contraception types - Different types of family relationship, the impacts of relationships upon family members, protections for married couples that unmarried couples don't receive, changes to families over time due to birth/death/separation/new relationships - The difference between gender identity, gender expression and sex assigned at birth, the importance of respecting diversity, ways to be an ally	- PowerPoints - Worksheets - Quizzes - Teacher notes - Handouts from local organisations - Active reading activities e.g. comprehension columns - Textbooks- Your Life 2 and 3 - Scripts - Matching activities - Reviewing scenarios - Contraception kit including condom demonstrations - Articles
9	3	2 lesson review/recall of all of the topics covered in term one	

10	1 and 2	• Consent and its importance, recognising when someone is consenting and when they are not, what people should say and do to seek the consent of another person. Recognising the fixated, Obsessive and unwanted behaviours are criminal and where to get help/ support (including stalking and coercive control). • Investigating subcultures that influence sexual ethics including sexual norms endorsed by involuntary celibates ('incels') or online influencers • Fertility changes over a person's lifetime and the factors affecting this, the menopause and how it affects women, the different routes to parenthood • Miscarriage/stillbirth and why they happen, the signs/symptoms and types of miscarriage, the effects of miscarriage/stillbirth on the parents, Importance of pre-conception health including folic acid. • Marriage and the options available to people who wish to make a long term commitment including those that are legally binding, why forced marriage is unacceptable, the support is there for someone who may be at risk of forced marriage, the legal rights of people in different forms of long-term commitments, why might people choose to marry and why marriage must be freely entered into, different attitudes towards marriage, misconceptions surrounding common- law marriage • The benefits of being in a committed/stable/positive relationship • The rights, roles and responsibilities of parents with respect to raising children and the characteristics of successful parenting • Child sexual exploitation including identifying when someone is being exploited by their boyfriend, girlfriend or friend. Exploring how some people gain power and control over others and how being exploited can make young people feel, the features and benefits of healthy relationships • What pornography is, what the law says about pornography, the effects of pornography, the negative impacts of pornography on young people and their relationships, the issues of AI generated imagery, recognising that strangulation and suffocation are criminal offences but sometimes shown in pornography. • Inappropriate or upsetting content on the Internet which can encourage misogyny, violence or weapons Including where to go for	• PowerPoints • Booklets • Quizzes • Teacher notes • Handouts from local organisations • Active reading activities e.g. comprehension columns • Textbooks- Your Life 3 and 4 • Matching activities • Reviewing scenarios • Articles
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		advice. Recognising that a distorted picture of the world may be presented online which may normalise or glamorise behaviours that are wrong or unhealthy.	
11	1 and 2	- Gillick competence in the UK, recognising medical consent can be given at 16 And before this a child's parents will need to consent unless they are considered to be Gillick competent - A review of the different forms of contraception available, the advantages and disadvantages of the different types, the efficacy of different types and where to get support locally - The positive and negative behaviours in relationships, recognising abuse, advising those in unhealthy relationships, identifying when technology in social media is used as part of harassment, stalking, coercive/controlling behaviour and other forms of abusive/illegal behaviour and where to get support	- PowerPoints - Booklets - Quizzes - Teacher notes - Handouts from local organisations - Active reading activities e.g. comprehension columns - Textbooks- Your Life 4 - Matching activities - Reviewing scenarios - Articles - Contraception kits including condom demonstrations

APPENDIX 2 – BY THE END OF SECONDARY SCHOOL STUDENTS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships

TOPIC	PUPILS SHOULD KNOW
	• How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people’s beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	PUPILS SHOULD KNOW
	• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared

TOPIC	PUPILS SHOULD KNOW
	• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed

TOPIC	PUPILS SHOULD KNOW
	• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive

TOPIC	PUPILS SHOULD KNOW
relationships, including sexual health	• The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 2 – PARENT/CARER FROM REQUESTING THEIR CHILD’S WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

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

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