Pennine

RSE Policy

Approved by	**Name**	**Date**
Reviewed on		**Date** July 2025
Review due		**Date** September 2026

Contents

1. Aims 3

2. Statutory requirements 3

3. Policy development 5

4. Definition 5

5. Curriculum 5

6. Delivery of RSE 5

7. Use of external organisations and materials 9

8. Roles and responsibilities 10

9. Parents' right to withdraw 10

10. Training 11

11. Monitoring arrangements 11

Appendix 1: Curriculum map 12

Appendix 2: By the end of Year 6 pupils should know 13

Appendix 2: By the end of secondary school pupils should know 16

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE 22

1. How RSE Relates to Our School's Ethos and Values

Relationships and Sex Education (RSE) is fully aligned with our school's ethos and values. As a school, we are committed to nurturing confident, respectful, and responsible individuals. RSE plays a central role in achieving this by helping pupils develop the knowledge, skills, and attitudes needed to build positive relationships, stay safe, and understand themselves and others.

RSE supports our ethos and values in the following ways:

1. Respect and Inclusivity

We value every member of our school community. RSE reinforces this by teaching pupils to respect themselves and others, celebrate differences, challenge discrimination, and understand diverse families, cultures, and identities.

2. Safety and Wellbeing

A core part of our ethos is to keep children safe and promote wellbeing. RSE provides pupils with the tools to recognise unsafe situations, set healthy boundaries, understand consent, and seek help when needed. It supports their emotional development and builds resilience.

3. Honesty and Responsibility

We aim to help pupils become responsible young people who make informed choices. RSE contributes to this by teaching honest, age-appropriate information about growing up, health, and relationships. Pupils learn to take responsibility for their actions—online and offline.

4. Kindness and Positive Relationships

Kindness is at the heart of our school's values. RSE helps pupils understand what healthy, caring relationships look like—whether with friends, family, or the wider community—and encourages empathy, cooperation, and understanding.

5. Aspiration and Personal Growth

We believe that children thrive when they understand themselves and feel confident in who they are. RSE empowers pupils with knowledge about their bodies and emotions, supporting self-esteem and helping them grow into secure, independent learners.

6. Community and Partnership

Our ethos emphasises the importance of home–school partnerships. RSE strengthens this by encouraging open communication with parents and carers. We value working together to support children's development and ensure they receive consistent messages in school and at home.

2. Statutory requirements

We must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

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

At The Pennine, we teach RSE as set out in this policy.

3. Policy development

This current policy is the first draft for the school and has been written by the initial group of staff (4). Subsequent versions will comply with the following process:

This policy will be developed in consultation with staff, pupils and parents/carers. The consultation and policy development process will involve the following steps:

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

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

3. Parent/stakeholder consultation – parents/carers and any interested parties will be invited to attend a meeting about the policy

4. Pupil consultation – we will investigate what exactly pupils want from their RSE curriculum

5. Ratification – once amendments are made, the policy will be shared with the board of directors and ratified.

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

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

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

6. Delivery of RSE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

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

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include

single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Assessment and Approval of RSE Resources and Materials

All resources and materials used to deliver RSE to pupils aged 10–18 will be formally assessed prior to use to ensure suitability across differing stages of development. The school will ensure that materials are:

- **Aligned with statutory requirements** for Relationships Education (KS2), Relationships and Sex Education (secondary), and Health Education.
- **Age and stage appropriate**, recognising the differing maturity levels between upper primary, lower secondary, and older students.
- **Accurate, evidence-based and up to date**, particularly regarding puberty, reproductive health, consent, online safety, and sexual health for older students.
- **Inclusive and representative** of diverse family structures, gender identities, cultures, and SEND needs.
- **Sensitive to safeguarding considerations**, including disclosures, trauma awareness, and pupil wellbeing.
- **Suitable in tone, language and imagery**, avoiding sexualisation or unnecessary detail for younger pupils.
- **Supportive of progression**, building knowledge appropriately as pupils move through year groups.

External agencies or specialist speakers may supplement the curriculum for older pupils but will only be used if:

- materials and session content have been reviewed and approved in advance
- delivery supports curriculum intent and does not replace teacher-led learning
- safeguarding checks and supervision requirements are followed

Feedback from staff, learners, and parents/carers may be used to inform ongoing resource evaluation.

6.2 Assessment of Pupils' Learning in RSE

Assessment in RSE for pupils aged 10–18 will measure learning related to knowledge, understanding, skills development, and personal reflection while maintaining appropriate boundaries. Assessment will never require pupils to disclose personal or sensitive information.

Assessment approaches will include:

Upper Key Stage 2 (ages 10–11)

- baseline activities to understand prior knowledge about friendships, bodies, puberty, and safety
- formative assessment through class discussion, scenario work, written reflections
- simple self-assessment to build confidence and vocabulary

Lower Secondary (ages 11–14)

- assessment of understanding of consent, healthy relationships, online conduct, emotions, and body changes
- reflection tasks and teacher observation to identify misconceptions
- development of communication, decision-making, and empathy skills

Upper Secondary (ages 14–18)

- assessment of more advanced content such as sexual health, managing relationships, media influences, rights and responsibilities, and risk awareness
- evaluative tasks, discussion analysis, and scenario-based responses
- opportunities for pupils to reflect on personal values safely and privately

Across all age groups, assessment information will be used to:

- inform teaching and curriculum planning
- monitor progression year-on-year
- identify and correct misconceptions
- contribute to reporting through the school's wider assessment systems

For pupils with SEND, assessment will be adapted to reflect communication needs, cognitive development, and personalised learning pathways.

6.3 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

6.4 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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

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

8. Roles and responsibilities

8.1 The Board of Directors

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

8.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of any withdrawal requests will be placed in the pupil'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.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

10. Training

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

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

11. Monitoring arrangements

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

The school will ensure that the delivery and impact of RSE for pupils aged 10–18 is monitored regularly and systematically. Monitoring arrangements will align with whole-school quality assurance processes and will be overseen by the RSE/PSHE Lead in collaboration with senior leaders.

Monitoring activities may include:

- **Planning scrutinies**, to review medium- and long-term planning, progression, coverage, and alignment with statutory requirements.
- **Learning walks and drop-ins**, to observe teaching approaches, classroom climate, safeguarding practice, and consistency across year groups.

- **Work sampling**, including written tasks, reflection activities, and anonymised evidence of learning.
- **Pupil voice activities**, such as surveys, focus groups, and feedback discussions to assess relevance, confidence and perceived safety.
- **Staff feedback**, including confidence audits, training needs and reflective evaluation of delivery.
- **Parent/carer feedback**, where appropriate, to support community understanding and engagement.
- **Review of external provider input**, ensuring compliance with school requirements and suitability of any sessions delivered.

Findings from monitoring activities will be used to:

- refine curriculum planning and resources
- identify staff training and CPD needs
- ensure safeguarding and confidentiality expectations are upheld
- evaluate progression in knowledge, skills and attitudes across age groups
- ensure inclusivity and accessibility, including for pupils with SEND
- report to senior leadership and directors as required

The RSE/PSHE Lead will conduct a formal annual review of delivery and outcomes, with updates shared with directors responsible for curriculum or safeguarding oversight. Any statutory changes or emerging needs—such as online safety, consent education or contextual safeguarding trends—will trigger earlier review where necessary.

This policy will be reviewed by Sara Webb, Headteacher annually. At every review, the policy will be approved by the board of directors and the head teacher.

Appendix 1: Curriculum map

YEAR 10 (Age 14–15)

Core Themes

- Power imbalance and coercion
- Decision-making and safe boundaries
- Managing intense emotions in relationships
- Coping skills for rejection and conflict
- Community support and safeguarding routes

SEMH/SEND Focus

- emotional de-escalation strategies
- personalised communication tools
- anxiety-informed planning

YEAR 11 (Age 15–16)

Core Themes

- Staying safe in social environments
- Self-worth and emotional resilience
- Sexual health basics (testing, confidentiality)
- Recognising abuse and knowing how to report
- Digital reputation and long-term impact

SEMH/SEND Focus

- one-to-one support options
- scripting for disclosure pathways
- reinforcement of trusted networks

YEAR 12 (Age 16–17)

Core Themes

- Adult consent and personal responsibility
- Healthy adult relationships and independence
- Mental health, intimacy and wellbeing
- Risk awareness around substances and safety
- Advocacy and self-protection

SEMH/SEND Focus

- workplace / college social expectations
- safeguarding in adult spaces
- confidence-building communication

YEAR 13 (Age 17–18)

Core Themes

- Preparing for independent life
- Recognising safe vs unsafe environments
- Managing stress, relationships and transitions
- Support services and self-referral
- Respectful relationships in adulthood

SEMH/SEND Focus

- transitioning from school support
- self-advocacy scripts
- safety planning and trusted networks

Appendix 2: By the end of Year 6 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

	• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust

	• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests,

	hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues

	• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it

	deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

	• About concepts and laws relating to: o Sexual violence, including rape and sexual assault o 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 o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o 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 relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful

	• The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

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