



Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name: Relationship, Sex and Health Education Policy (inc Sept 2026 guidance)

Date of Last Review: Summer 2026

Date of Next Review: Autumn 2027

SLT Responsible: Headteacher & Assistant Headteacher

Other staff:

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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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare students to make informed decisions about their wellbeing, health and relationships
- Build their self-efficacy in order to face the challenges of creating a happy and successful adult life

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

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 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
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- 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 Hayes School, we teach RSE and Health Education 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. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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.

Health Education involves teaching students about physical health and mental wellbeing, providing them with the information that they need to make good decisions about their own health and wellbeing.

5. Curriculum

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

We have developed 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 make all curriculum materials available for parents and carers to see on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which at Hayes is called ACTIVE. 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).

Samples of teaching resources will be reviewed and approved by the Senior Leadership Team.

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.

Students complete termly self-assessments. These assessments offer students the opportunity to ask questions and seek support.

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 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 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 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 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 [non-statutory/non-science] 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 [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 pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mr O Robbins

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. The Assistant Headteacher responsible for Personal Development plans and organizes the RSE and Health Education curriculum, making resources available for staff.

8.4 Students

Students are expected to engage fully in RSE/Health education 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 non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the student 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 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.

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 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. A Padlet page is maintained and updated for teachers to support with delivery, updating knowledge and content advice.

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 the Assistant Headteacher responsible for Personal Development through learning walks, student and staff feedback and book looks.

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

This policy will be reviewed by the Assistant Headteacher responsible for Personal Development annually. At every review, the policy will be approved by Local Governing Body.

Appendix 1: Curriculum map

	RSHE draft curriculum delivery plan for September 2026				
W/C	Y7	Y8	Y9	Y10	Y11
	How does it feel to start secondary school?	How can we talk about our mental health?	Self-regulation techniques	Healthy and unhealthy coping strategies	Balancing everyday pressures and opportunities
	What are my emotions telling me?	How can we develop a positive mindset?	Experiencing complex emotions (including mental ill-health)	Techniques for improving mental health and reducing low-mood	How can we build resilience and overcome challenges?
	How can we make healthy choices for our mental wellbeing?	Who am I?	Why can it be hard to talk about our feelings?	How can we improve our self-esteem?	How does addiction impact mental health?
	How can we build a positive relationship with ourselves?	How does our diet affect our physical health?	How could someone respond to drug-related emergencies?	How can we overcome barriers to a healthy lifestyle?	How can we avoid exploitation and radicalisation?
	How can we build our resilience to challenges?	How can we overcome barriers to physical exercise?	How can people stay safe around alcohol?	How can someone stop smoking or vaping?	How can I feel confident and safe when meeting new people ?
	How do exercise and sleep impact our physical health?	What are the facts about alcohol?	How can we stay safe in public spaces?	What are the effects of drugs on the body and mind?	How can people make healthy choices about cosmetic procedures?
	How do I keep my body and teeth clean?	What are the facts about legal and illegal drugs?	How can we avoid criminal exploitation?	How can we manage powerful influence?	What health issues can affect people with female bodies?
Half-term					

	What are the facts about smoking and vaping?	How can we manage risks while trying new things?	How can we support everyone to have positive body image?	What life saving skills and first aid skills do I need?	What does it mean to become a parent?
	How can we stay safe in different environments?	How can people understand their sexual desires?	How are people affected by hormonal and mood cycles?	How does the media affect body image and the way we relate?	Fertility, infertility and miscarriage
	How can we perform first aid?	How can we all love the body we have?	How can we check our own health?	Pregnancy and healthy foetal development	The choice to continue or end a pregnancy
	How do our bodies change during puberty?	The importance of genitals (including FGM)	How can blood, organ and stem cell donation save lives?	How can people make healthy choices around contraception?	How can we access the healthcare we need?
	How does it feel to go through puberty?	The importance of vaccination and healthcare	How can people protect themselves and others from STIs?	When does showing vulnerability in a relationship make you stronger?	How can we test for, and protect each other from, STIs?
	Genitals and reproductive systems	What happens during sexual intercourse?	How can we avoid pressuring other people?	How can we manage conflict healthily?	How can you tell if a friendship is positive?
	How do our genitals change during puberty?	What choices do people make around using condoms?	How can we manage peer influence?	How can we help our friends to have healthy boundaries?	What affects our ability to connect to others?
	How can we all love the body we have?	What roles do we play in relationships?	How can we manage feelings around change?	Why do some people have civil partnerships or marriages?	How can we deal with grief and loss?
Christmas holidays					

	What support might females need during their period?	How can families have healthy relationships?	What is required for safe and pleasurable physical intimacy?	How can someone understand sexual pleasure and desire?	What expectations exist about sex and intimacy?
	What do we need from a healthy relationship?	How can we manage conflicts with friends?	Why is sexual consent so important?	How can someone communicate choices about sex and intimacy?	How can someone deal with romantic rejection?
	Ambitions and goals	Preparing for the world of work	Pathways to the future that I want	How can my strengths, interests and education help me decide where to go?	How the internet can help me achieve my goals
	Developing our strengths and interests	Budgeting for teenagers	Setting high expectations for the future	Making decisions about the future	How we tackle challenges to our goals and dreams
	Taking control of our learning	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)	How do successful people achieve their goals?	Finding work locally and internationally	What are my rights and responsibilities at work
	How can we keep our friendships healthy?	How do power dynamics affect us?	Why are pleasure and attunement important in sexual situations?	What are our responsibilities around sex and intimacy?	How does power affect consent?
	How can we balance our needs, with our friends'?	How can we be active bystanders?	How do online cultures affect our connection to each other?	How can romantic relationships be impacted by technology?	How can we avoid putting romantic and sexual pressure on other people?
	How do we have healthy boundaries with our friends?	How can we end relationships with kindness?	How can bystanders reduce sexual harassment?	How can we respond to sexual behaviour online?	How can people heal from sexual harm?

Half Term					
	What rights do we have to privacy and our bodies?	What is a healthy way to express romantic feelings?	What are the warning signs of unhealthy sexual behaviour?	How do gender stereotypes influence sexual violence?	What can be the impact of combining alcohol and drugs with intimacy?
	How do we identify and challenge bullying?	What could be the impact of viewing pornography?	What are the impacts of domestic abuse on wellbeing?	What are the effects of sexual harassment on men and women?	How do online cultures and content affect sexual relationships?
	What is sexual harassment and how can we stop it?	How can people make healthy choices about sex and intimacy?	What influences our sense of identity?	How can someone identify and seek help for relationship abuse?	What support do the survivors of sexual violence and harassment need?
	What does identity mean to you?	What are the links between sexism, harassment and harm?	How are stereotypes used to spread hate and make money?	How can we ensure that our own behaviour is healthy and never controlling?	How do values influence our decisions?
	How can we reduce harmful stereotypes?	How can we create a school free from sexual harassment?	How do we build a feeling of belonging?	How do we measure our worth?	Why do humans need to feel like they belong?
Easter Holidays					
	Is it easy to find a feeling of belonging?	How can someone respond to controlling behaviour?	How can healthy communities make our lives better?	How do gender norms influence the way we behave?	What does it mean to be anti-racist?
	What does a community need to be healthy?	What does heritage mean to you?	What is the impact of sexism?	What would our world be like if there was more tolerance?	What would you change about the online world?

	What can be the impact of discrimination?	What do the Fundamental British Values mean to you?	Why does sexism still exist today?	What is it like to live in Britain?	How can we promote equality and respect online?
	How does the Equality Act protect everyone in the UK?	How can we create a world where people can feel free to love who they love?	How can we create an anti-discrimination school?	Why is talking about discrimination complex?	How is data used to make money and influence us?
	How can we create a world free from sexism?	How can we create a world where disabled people thrive?	How can we talk about transgender people with respect?	What is the social model of disability?	How can we make healthy choices around gambling?
	How can we have a healthy relationship with our devices?	How can we create a world free from racism?	What are my rights?	How do wealth and class impact our lives?	How does it feel to complete secondary school?
	How can we take control of our privacy online?	How can the internet impact our wellbeing?	What impact can our online choices have?	How easy do people find it to express their religion or beliefs?	
Half-term					
	How do we choose what to share online?	Can the internet improve our lives?	What can be the impact of deepfakes?	How important is money for happiness?	
	How can online content affect us?	Why do people sometimes behave differently online?	How can we respond to online influence?	How might AI affect our lives?	
	Who decides what we view online?	What can be the impact of sharing intimate content?	Why can being online feel addictive?	How can we create a positive reputation online?	

	How does money affect the online world?	How can algorithms unite or divide us?	Making financial decisions that work for me	Why can extremism spread online?	
	What aspirations do we have for the world?	How can we know what is real online?	How do we avoid financial scams and exploitation?	Saving money and budgeting wisely	

Appendix 2: By the end of secondary school pupils should know (Statutory Guidance to be in place for September 2026)

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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
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: ○ 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

TOPIC	PUPILS SHOULD KNOW
	• 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	