



**SIR WILLIAM ROBERTSON  
ACADEMY**

## **Relationship and Sex Education Policy**

**June 2026**

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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

## 2. Statutory requirements

As a secondary academy, 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

Our funding agreement and articles of association for more information and can be found here: [Aspire Schools Trust - Legal Documents](#)

At Sir William Robertson Academy, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties are invited to give feedback and suggestions regarding the policy by email. Parent governors were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE, using focus groups and student council feedback
5. Ratification – once amendments were made, the policy was shared with governors 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 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 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 during base times and through assemblies and visitor-led sessions. 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 is adapted to support students with special educational needs, taking into account individuals' IEPs
- 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

Sex education is taught in a progressive manner, with appropriate content discussed in each year, as per the Curriculum Map (Appendix 1).

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 all sexes, genders and sexualities and activities will be planned to make sure all 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).

The school utilises resources provided and accredited by the PSHE Association, the official body for PSHE education in the UK. The resources provided have been assessed by the PSHE leader and are checked by the members of staff using them prior to each lesson.

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.

Pupils are assessed in PSHE education through a combination of teacher assessment and pupil self- and peer assessment. The model of assessment that is most meaningful in PSHE education is ipsative assessment, which compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s).

PSHE education covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. To assess learning and progress effectively, therefore, a baseline assessment is carried out at the start of each piece of learning (which may be a single lesson or a series of lessons). Assessment for learning is utilised throughout lessons to gauge understanding and adapt teaching accordingly. At the end of each piece of learning, progress is measured from the starting point by revisiting or reflecting on the original baseline activity. This allows the student and teacher to clearly see how far they have come in their learning.

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

The school utilises resources provided and accredited by the PSHE Association, the official body for PSHE education in the UK. The school also facilitates some PSHE sessions, including RSE content, led by the Lincolnshire Stay Safe Partnership.

We will make sure that any 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 Local Committee

The Local Committee 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 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
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia, transphobia, religious prejudice and stereotypes
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE and passing these requests to the member of SLT responsible for leading RSE
- › 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 J Bennett, and Safeguarding team.

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 staff responsible for leading RSE at Sir William Robertson Academy are:

- Dr S Dowding, Associate Assistant Headteacher for Personal Development
- Mr J Bennett, Deputy Headteacher & Designated Safeguarding Lead (DSL)

## 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 non-statutory 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

The delivery of RSE is monitored by Dr S Dowding, Associate Assistant Headteacher for Personal Development, through:

- Learning walks
- Focus groups with students and staff
- Work scrutinies.

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

This policy will be reviewed by Dr S Dowding, Associate Assistant Headteacher for Personal Development, annually. At every review, the policy will be approved by the headteacher and the Local Committee.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS				
Year 7	<p><b>Emotional wellbeing: managing change and transition</b></p> <p>This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.</p>	<p><b>Friendship and bullying</b></p> <p>This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.</p>	<p><b>Families and changing relationships</b></p> <p>This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.</p>	<p><b>Puberty and keeping safe</b></p> <p>This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse.</p>	<p><b>Influences on relationships</b></p> <p>This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences.</p>
Year 8	<p><b>Health and wellbeing</b></p> <p>In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people’s wellbeing.</p>	<p><b>Personal safety and managing risk</b></p> <p>This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.</p>	<p><b>Belonging and community</b></p> <p>This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.</p>	<p><b>The online world</b></p> <p>This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.</p>	<p><b>Healthy and unhealthy relationships</b></p> <p>This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.</p>

YEAR GROUP	TOPIC/THEME DETAILS				
Year 9	<p><b>Mental health and wellbeing</b></p> <p>Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.</p>	<p><b>Drug education</b></p> <p>This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.</p>	<p><b>Managing risk in relation to the law</b></p> <p>This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.</p>	<p><b>Intimate sexual relationships</b></p> <p>In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.</p>	<p><b>Navigating online harms</b></p> <p>This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.</p>
Year 10	<p><b>Independence, health choices and wellbeing</b></p> <p>This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.</p>	<p><b>Navigating the online world</b></p> <p>This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.</p>	<p><b>Friendship, diversity and challenging extremism</b></p> <p>This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.</p>	<p><b>Managing influence</b></p> <p>This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.</p>	<p><b>Exploring consent and recognising abuse</b></p> <p>This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.</p>
Year 11	<p><b>Life-long wellbeing</b></p> <p>This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.</p>	<p><b>Drugs and personal safety</b></p> <p>This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.</p>	<p><b>Safe relationships and sexual health</b></p> <p>This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.</p>	<p><b>Families, fertility and pregnancy</b></p> <p>This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.</p>	<p><b>Online financial harms</b></p> <p>This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.</p>

YEAR GROUP	TOPIC/THEME DETAILS				
Years 12 & 13	<p><b>Healthy, positive relationships</b></p> <p>Students will learn how to build, maintain and navigate healthy relationships in different settings, including friendships, dating, university and the workplace. They will explore communication, intimacy, personal values, safety, respect, and the influence of cultural and societal views, while developing the skills to make informed and ethical relationship choices.</p>	<p><b>Boundaries and consent</b></p> <p>Students will learn about consent, personal boundaries and respectful communication in relationships, including the right to give, refuse or withdraw consent. They will also explore personal safety in new sexual situations, recognise power imbalances, and develop strategies to respond to them effectively.</p>	<p><b>Harmful relationship behaviours</b></p> <p>Students will learn how to recognise and respond to abuse, exploitation, coercion and harmful behaviours, and understand the legal protections available to keep themselves and others safe. They will also explore how to challenge harmful attitudes, report concerns, access support services, and safely intervene when witnessing harmful behaviour.</p>	<p><b>Contraception, parenthood and sexual health</b></p> <p>Students will learn how to make informed decisions about sexual and reproductive health, including contraception, STI prevention, HIV, fertility, pregnancy and future parenthood. They will develop the knowledge and confidence to communicate with partners, access appropriate health services, and take responsibility for their sexual health and wellbeing.</p>	<p><b>Inclusion, bullying and discrimination</b></p> <p>Students will learn how to recognise and challenge prejudice, discrimination, bullying and harassment, while understanding how factors such as intersectionality can shape people's experiences. They will also explore rights and responsibilities under the Equality Act and how to help create inclusive, respectful communities and environments.</p>
	<p><b>Online life and online harms</b></p> <p>Students will learn to stay safe and make informed choices online by managing privacy, evaluating content critically and understanding the risks associated with social media, pornography, AI and harmful online narratives. They will also explore body image, online exploitation, extremism, and the legal, ethical and social impacts of sharing and engaging</p>	<p><b>Mental health and wellbeing</b></p> <p>Students will learn strategies to build and maintain positive mental health and wellbeing, manage life changes, and recognise when they or others may need support. They will explore common mental health challenges, develop skills to access reliable sources of help, and learn how to evaluate information critically, including content found online and through AI.</p>	<p><b>Healthy lifestyles</b></p> <p>Students will learn to take responsibility for their health and wellbeing, including accessing healthcare services, maintaining healthy lifestyle habits, recognising signs of illness, and carrying out basic health checks. They will explore how to evaluate health information critically, make informed decisions about medical care and vaccinations, and understand the risks of</p>	<p><b>Drug education</b></p> <p>Students will learn about the effects, risks and legal implications of alcohol, medicines and other drugs, and how substance use can influence decision making, consent and personal safety. They will also develop skills to make informed choices, manage external influences, recognise signs of dependency, and access appropriate support when needed.</p>	<p><b>Managing risk and personal safety</b></p> <p>Students will learn how to assess and manage risks in everyday situations, travel safely, respond appropriately to emergencies, and protect themselves in potentially dangerous environments. They will also explore the legal and personal consequences of unsafe or illegal activities, and how to seek help, report concerns, and support others when needed.</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>• 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</li> <li>• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>• That forced marriage and marriage before the age of 18 are illegal</li> <li>• How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>• 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.</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• What tolerance requires, including the importance of tolerance of other people's beliefs</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
Online safety and awareness	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> <li>• 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</li> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<p>who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <ul style="list-style-type: none"> <li>• How information and data is generated, collected, shared and used online</li> <li>• 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)</li> <li>• 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</li> <li>• 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</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• 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</li> <li>• About concepts and laws relating to: <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ 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</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> </li> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
Intimate and sexual	<ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> </ul>

TOPIC	PUPILS SHOULD KNOW
relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That some sexual behaviours can be harmful</li> <li>• 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</li> <li>• 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</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</li> <li>• 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</li> <li>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</li> <li>• How and where to seek support for concerns around sexual relationships including sexual violence or harms</li> <li>• 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</li> </ul>

**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	