MOSAIC LEARNING TRUST
Raising Aspirations, Empowering Futures

RELATIONSHIP AND SEX EDUCATION POLICY

SOUTHLANDS HIGH SCHOOL
Endeavour for Excellence

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Document History

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March 2024	Adopted by the School
March 2025	Policy Front Cover re-branded, Policy reviewed no changes made.
March 2026	Updated to ensure inline with new statutory guidelines (Sept2026) **Key Updates in the 2026 Framework** • **Online and Tech Realities:** Secondary students now learn about AI literacy, deepfake images, and financial exploitation like online scams, fraud, and sextortion. • **Safeguarding and Terminology:** Primary education places a stronger emphasis on correct biological terminology for body parts, including genitalia. • **Tackling Harmful Content:** There is an increased focus across age groups on addressing the harmful impacts of pornography and misogyny. • **Health and Safety:** Secondary students cover knife crime, conflict resolution, and expanded menstrual/gynaecological health (such as endometriosis and menopause). • **Factual Frameworks:** Guidance specifies that schools must teach the legal realities of biological sex and the Gender Reassignment Act without teaching fluid "gender identity" ideologies as absolute fact. Teachers must remain neutral and avoid enforcing unhelpful gender stereotypes

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1. Aims

At Southlands High school, we are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way. We seek to prepare our students to be valuable and confident citizens of modern Britain, it is the intention of this policy to support this aspect of their personal development.

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

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

2. Statutory Requirements

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

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

Southlands High School acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing of personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions.

Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity

- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

3. Policy Development

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

1) Review
2) Staff consultation
3) Parent/stakeholder consultation
4) Student consultation
5) Ratification – once amendments were made, the policy was shared with governors and ratified.

At each annual point of renewal, staff, parents, and students are welcome to consult on any proposed changes.

4. Definition

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Health Education - Physical Health and Wellbeing This builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings to further the language they use to talk about their bodies, health, and emotional norms. In addition to understanding variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum in years 7-11. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All students within the school have equal access to Relationships & Sex education. Topics are carefully sequenced and revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities.

Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.

We will work with external specialist organisations, consultants, and healthcare professionals to ensure our curriculum reflects current best practice.

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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

6.1. RSE curriculum for students with identified SEND

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE will either receive additional support during their RSE lessons, or arrangements will be made for specific students to learn via a differentiated version of the RSE programme delivered within Learning Hub.

6.2. Supporting Vulnerable Students

Pastoral staff will be contacted regularly (as well as before specific, sensitive topics are taught) and asked to highlight any students who may struggle. Appropriate support will be offered. Some lessons will also ‘warn’ students of content and an alternative venue can be provided.

6.3. Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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 students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.

7. Use of External Organisations and Materials

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

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

We **will**:

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

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

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

8. Roles and Responsibilities

8.1. The governing board

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

8.2. The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

8.3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

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

The teaching of PSHE and subsequent RSE topics will be overseen by the Head of Social Sciences Mr J Knowles and quality assured by the DHT Miss Winnard.

8.4. Students

Students 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 have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

A meeting will then be held with the leader for PSHE to further discuss the curriculum.

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 students 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 N Winnard through Southland's Quality Assurance model.

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

This policy will be reviewed by N Winnard DHT annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Aspects of the RSE curriculum, particularly the elements that are responding to topical/current issues or responding to the needs of the school may also be presented to students in pastoral time at either their year group Morning or Afternoon meeting (WITWI).

Year group	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**How do we adapt to High School? (Staying Safe)** • Introduction to PSHE • Dealing with Change – School/Family and everyday life/ • Friendships in your life – How can we tell if someone is trustworthy • What is mental health? Social media and mental health consequences • Media Literacy: Staying safe online • Communicating Boundaries	**What could my career look like? (Careers)** • Who am I? • Dream Jobs • What is a career? • What is an entrepreneur? • Work life balance • Careers and the future	**What makes a relationship healthy? (Relationships)** • Types of Relationships • Conflict in Relationships • Respectful Relationships • Introduction to Consent and unwanted contact • Ending relationships • Coping with Change (Change loss Grief)	**How do I keep myself healthy? (Physical Health)** • Smoking and Vaping: Risks and Consequences • Healthy Lifestyles / Balanced Diets • Dental and Personal Hygiene • Growing up (Physical and Mental Changes) • Understanding Menstruation • Female Genital Mutilation: Facts and Risks • Support services and how to seek help	**What is happening in society? (Diversity)** • What is Diversity? – Medical Consent • Stereotypes – Issues with them and Gender based • Recognising and Preventing Discrimination • Prejudice and Discrimination • Protected Characteristics including sex and gender legalities • Loneliness, anxiety, stress and depression	**How can I develop my study skills at Southlands? (Citizenship Action)** • Skills for future success • Skills for my future career • Work based stereotypes • Equal opportunities • Gender gap in society Risks • What is Revision, manage exam stress?

Year group	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	**How do I become an Internet Citizen? (Online Safety)** • Fact vs Fiction – Dis / Misinformation • Different sides to every story • Us against them – Who has more power • Speaking up and out • Becoming and Internet Citizen – Screen time and sleep, shaping beliefs and behaviour, digital footprint • Social media and the dangers	**What could my career look like? (Careers)** • What are my interests? • Jobs Applications • Challenges and rewards of work • Creating the life you want • What does success mean? • Careers and the climate	**What do we need to know about drugs and alcohol? (Physical Health)** • Understanding Drugs and why people use them • Smoking and the risks • Alcohol and the risks • Vaping and the risks • Class A, B and C drugs • Impact of Drugs on people's lives	**What do we need to know about basic first aid? (Physical Health)** • Calling for help • Basic Life Support (CPR) • Bites and Stings • Allergies Asthma • Bleeding • Accessing the NHS / Pharmacies	**How do I empower myself and others? (Wellbeing)** • Recap from Year 7 on Diversity • Sexuality and the influence of faith and values • Gender Identity and Confidence • Consent and the laws • Understanding your emotions • What is Self-esteem (and body image)? Why is it important?	**How can I spot dangers, risks and things that can harm me? (Critical Thinking)** • Understanding Marriage and Forced Marriage • Spotting Unhealthy Relationships • Overcoming Conflict and forgiving people • Looking after your personal safety • Gambling: The Facts and Risk • Developing your leadership Style
9	**How do I deal with my surroundings? (Relationships)** • What are Social Influences / Peer Pressure • Conflict in relationships – Power imbalances • Family life, parenting and caring- Reporting abuse • Good communication and Trust • Practicing Safe Sex – Screening and testing • Sex and the Media/Sex online	**What could my career look like? (Careers)** • What are my skills? • Learning Pathways Post 16 • Study Options at KS4 • Creating a Career identity • Working and earning • The Labour Market and its importance	**How do I keep myself healthy physically and emotionally? (Physical Health)** • Mental Health and Developing strategies to cope • Emotional Resilience • Addictive Substances – mental health • Legal and Illegal Drugs Health Services and Vaccination • Healthy lifestyles and achieving balance (cardio vascular risks) • Fertility and menopause	**What is an intimate relationship? (Relationships)** • Respectful Relationships • Importance of Consent and positive sexual relations • Sexual Health and its impacts on you (testing) • Different types of Contraception • Sexting and Online Behaviour • How to end intimate relationships	**How do I manage my social circle? (Diversity)** • Young people and Gangs • Gang culture, grooming and exploitation (coercive and controlling behaviour) • Knife Crime and the laws • Peer influence and pressure - drugs, alcohol and the consequences • Unsafe and emergency situations • Effective Revision for next year	**What does citizenship and democracy look like? (Citizenship Action)** • Democracy at work – Migration Pros & Cons • Parties & the changing population • Elections and political systems • Understanding the law – Duties and Values • Westminster • Paying for services and taxes

Year group	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	**How can we deal with difficult issues? (Relationships and Sex Education)** • Understanding Pornography (expectations, consent and harmful behaviour) • Revenge Porn and upskirting • Consent, intimacy on and offline • Sexual Health and STI's • Pregnancy and choices • Sexual Harassment/ abuse and exploitation	**What could my career look like? (Careers)** • Reflecting on my career journey • Exploring employers • What career is best for me? • Work experience • Wellbeing in the workplace • In person/hybrid working	**What is self-worth? (Relationships)** • Staying safe online – protecting Data • Introduction to Body Image and expression • Recognising strengths in ourselves and others • Sexuality and Gender (coming out) • Sexual Health • Choosing and acceding contraception	**How do I maintain a healthy lifestyle? (Physical Health)** • What is a healthy lifestyle • Health Choices • Organ Donation • Aesthetic Procedures • Alcohol, Risks and Safety • Social Influence and Pressure	**What does a healthy relationship look like? (Relationships)** • Intimacy and Pleasure • Pressure persuasion – Rape, stalking and coercion • Coercion and bullying • Breakups • Abuse – Sexual Harassment and stalking • Harmful sexual behaviours/ Laws, Misogyny & Influencers, strangulation and suffocation	**What does religion look like in the UK? (Citizenship Action)** • Religions of the World • Religious Prejudice and hate crimes • Multi Faith Britain • Religion and Politics • Practices of the main religions in the UK • Islam and Christian practice
Year group	**Autum 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
11	**How can we stay safe after we leave school? (Wellbeing)** • Gambling and consequences • Managing finances • Money Mulling/Fraud • Misinformation • Extremism • Re visiting Mental Health	**What could my career look like? (Careers)** • What are my skills? • Learning Pathways Post 16 • Study Options at KS4 • Creating a Career identity • Working and earning • The Labour Market and its importance	**What do adult relationships look like? (Relationships)** • Conflict in relationships • Marriage and Civil Partnership • Other perspectives • Impacts of Forced Marriage • Managing feelings • Domestic Abuse	**What does independence look and feel like? (Wellbeing)** • Pregnancy choices • Abortion and Miscarriages • Consent • Dangers of deepfakes and AI • Subcultures (Incels) and their dangers • Rights and Responsibilities online	**Study Skills (GCSE Preparation)**	**Study Skills (GCSE Preparation)**

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

TOPIC	PUPILS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. 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. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. 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. 8. 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	1. 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. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. 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. 6. 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. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

TOPIC	PUPILS SHOULD KNOW
	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. 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. 11. 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. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. 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. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. 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.

TOPIC	PUPILS SHOULD KNOW
	7. 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. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. 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. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	1. 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. 2. 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. 3. 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. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.

TOPIC	PUPILS SHOULD KNOW
	5. 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. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. 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. 15. 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. 16. 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	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. 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. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful.

TOPIC	PUPILS SHOULD KNOW
	6. 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. 7. 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. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. 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.

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardiovascular ill health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

TOPIC	PUPILS SHOULD KNOW
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

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	