



HALL GREEN SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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Governing Committee:	School Board
Responsibility:	Deputy Headteacher (Curriculum)

Contents

1.	Aims	2
2.	Statutory requirements	3
3.	Policy development	3
4.	Definition	4
5.	Curriculum	5
6.	Delivery of RSHE	5
7.	Use of external organisations and materials	9
8.	Roles and responsibilities	10
9.	Parents' right to withdraw	11
10.	Training	12
11.	Monitoring arrangements	12
	Appendix 1: Curriculum map	13
	Appendix 2: By the end of secondary school, pupils should know	15
	Appendix 3: Parent/Carer form requesting their child's withdrawal from sex education within RSE	20

1. Aims

At Hall Green School, Relationships, Sex and Health Education (RSHE) aims to equip pupils with the knowledge, skills and values they need to navigate their physical, emotional, moral and social development. Our aims are to:

- Provide a **safe and supportive framework** in which sensitive discussions can take place.
- Prepare pupils for **puberty** and ensure they understand sexual development, health and hygiene.
- Help pupils develop **self-respect, confidence and empathy**, while fostering positive personal qualities 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 accurately.
- Support pupils in developing **healthy, nurturing relationships of all kinds**, including friendships, family relationships, and later in life, intimate and committed relationships.
- Enable pupils to understand **what healthy relationships look like**, including respectful behaviour, boundaries, and the ability to identify and respond to unhealthy or unsafe relationships.
- Help pupils learn about **contraception**, forming intimate relationships responsibly, and managing or resisting pressure regarding sexual activity.
- Encourage respect for **diverse family structures**, emphasising the core values of love, respect and care.
- Establish an atmosphere in which pupils feel able to ask questions about relationships and sexuality **without stigma or embarrassment**.
- Work in **partnership with parents**, recognising their central role in educating their children, and ensuring they are consulted about programme content.
- Work collaboratively with the **wider community**, including health professionals, social workers, peer educators and other specialist advisers.
- Ensure RSHE is delivered in a **non-judgemental, factual** manner that allows pupils to explore issues and ask questions safely.

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

At Hall Green School, we teach RSE and Health Education (henceforth referred to as RSHE) 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:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- School board – members of the school were given a first draft of the policy and invited to feedback and make recommendations.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers were given a copy of the draft policy plus a summary of key changes and given the opportunity to feedback, with the option of a meeting in school for those who had further questions.
- Pupil consultation – pupil voice is carried out regularly and the outcomes inform the planning for the following year. A working group of pupils was shown the additional statutory content and invited to feedback. This informed the manner of delivery.
- Ratification – once amendments were made, the policy was shared with school board and ratified

4. Definition

Relationships, Sex and Health Education (RSHE) is part of a **lifelong learning process** that supports pupils' physical, sexual, moral and emotional development. RSHE at Hall Green School:

- Promotes understanding of the **importance of stable, loving relationships**, respect, care and responsibility within family life and beyond.
- Involves acquiring accurate information, developing practical skills and establishing positive beliefs, values and attitudes.
- Teaches pupils about **healthy relationships**, including friendships, family roles, colleague relationships and committed partnerships.
- Covers knowledge of **sexual health**, including contraception, human reproduction, and the principles of responsible, consensual intimate relationships.
- Supports pupils in recognising **acceptable and unacceptable behaviour** in relationships and understanding the impact of positive relationships on mental wellbeing.
- Helps pupils identify when relationships are **unsafe, unhealthy or harmful**, and develop strategies for managing such situations.
- Includes **Health Education**, which covers physical health, puberty, mental wellbeing, emotional resilience, substance risks, online safety, and informed decision-making.
- Involves sharing information, exploring values, and supporting pupils in developing their personal identity and understanding of diversity.
- Is **not about the promotion of sexual activity**, but about ensuring pupils gain the knowledge and confidence needed to make informed, respectful and safe choices.

5. Curriculum

Our RSHE 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.

Hall Green School provides statutory Relationships Education and Health Education to all pupils. These areas are compulsory and parents cannot withdraw their child from this content. The school also provides Sex Education, which goes beyond the National Curriculum for Science and covers topics such as sexual relationships, contraception, and pregnancy choices. Parents have the right to request withdrawal from Sex Education only. A detailed breakdown of which curriculum elements constitute Sex Education is available within this policy in section 9 "Parents' right to withdraw."

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in other curriculum areas, including RE, PE, computing and food technology.

Health Education at Hall Green School is delivered as part of the PSHE curriculum and through relevant subjects such as science, physical education and food technology. Content is taught in a planned, sequenced manner that supports pupils to understand and manage their physical health, mental wellbeing and personal safety. Teaching is age-appropriate, evidence-based, and inclusive, ensuring all pupils—including those with SEND—can access and engage with the material. Staff use a range of teaching approaches to build practical skills, promote positive health behaviours and enable pupils to seek support when needed.

The school will make sure that:

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

RSHE 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

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE 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
- 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 pupils of all gender identities, and activities will be planned to make sure all are actively involved. Sex education lessons are carried out in single sex groups.

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).

In accordance with the SEND Code of Practice (0–25), Hall Green School ensures that RSHE is accessible to all pupils, including those with SEND. Lessons are adapted to remove barriers to learning and to meet individual needs, including through adapted materials, alternative communication strategies, scaffolded discussion, and additional adult support where appropriate.

Our RSHE provision contributes directly to the *preparing for adulthood outcomes*, by supporting pupils to develop:

- safe and healthy relationships,
- the skills needed to manage personal care and health,
- confidence and self-advocacy, and
- the ability to participate fully and safely in their community.

Resources are selected by the PSHE co-ordinator and assessed on the basis of age-appropriateness, accessibility, relevance, accuracy and clarity. Where there is uncertainty about the appropriateness of materials, the PSHE co-ordinator will consult with the deputy head (curriculum) or the DSL as appropriate.

Feedback will be sought from parents and carers regarding the RSHE policy and a meeting in school offered to discuss the content and any concerns that they may have, as well as to give advice for parents and carers on managing conversations with their children about RSHE topics. All teaching materials will be made available on the school website, or, where there is a concern that they might not be appropriate for younger pupils, made available for parents to view on request. The teaching calendar will also be made available to parents on the school website. In addition, parents will be informed by a letter when sex education lessons are about to take place.

The purpose of assessment in RSHE is not that individual pupils be assessed or graded. Rather, it is to assess whether all pupils have understood the taught content, whether they have developed the intended knowledge and skills and whether they need further input, support or safeguarding referral.

The teaching is broken into manageable units, consequently, it is important that a range of “assessment for learning” techniques be deployed in each lesson, which might include low-stakes quizzes on key knowledge, scenario-based tasks, sorting activities, self-assessment reflection and “exit tickets.”

Periodically, pupil voice feedback is also sought from focus groups of pupils. This allows more in-depth discussion which can inform both the mode of delivery or content which needs to be added or revisited.

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, 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
- Extremism/radicalization
- Knife crime
- Gambling

For more information about our RSHE 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 is 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 adaptation needed

Hall Green School teaches pupils about sexual orientation and gender reassignment as protected characteristics under the Equality Act 2010. Content relating to LGBT+ people is integrated across the RSHE curriculum and taught in an age-appropriate, factual and inclusive manner. Pupils are taught the legal facts about biological sex and gender reassignment, and that all people must be treated with dignity and respect. In line with statutory guidance, the school does not teach gender identity as an innate fact, and avoids materials that oversimplify complex issues or reinforce stereotypes. All teaching ensures that LGBT+ pupils and those from LGBT+ families feel included, respected and represented.

6.2 Use of resources

We will consider whether any resources we plan to use:

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

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

7. Use of external organisations and materials

We will make sure that 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 RSHE 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 will not 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 school board

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

8.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of sex education (see section 9). This responsibility is delegated to the deputy head (curriculum) and the PSHE co-ordinator.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Delivering the full RSHE curriculum as laid out by the PSHE co-ordinator.
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of sex education.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content using the CPOMS system or directly to one of the the school's designated safeguarding leads (Lead DSL is Mr J Rodriguez.)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the deputy head (curriculum) or the PSHE co-ordinator.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE 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.

The following topics are regarded as sex education, as opposed to health or relationship education:

- Consent (but only sexual consent, as opposed to more general, non-sexual, examples of consent)
- Contraception
- Sexually transmitted illnesses
- Pregnancy choices

Please note that certain other topics, which might relate to sex, such as the harm of pornography or what constitutes sexual harassment are non-withdrawable, as they cover safeguarding content, which schools must deliver.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the PSHE co-ordinator. All requests for withdrawal will be referred to the DSL to screen for safeguarding concerns.

The PSHE co-ordinator has delegated authority from the Headteacher and will then 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 school can refuse a request to withdraw the pupil from sex education. In such a case, the PSHE co-ordinator would take this decision having consulted the DSL as well as the head teacher or deputy head (curriculum).

A copy of any withdrawal requests will be placed in the pupil's educational record in SIMS and recorded on CPOMS by the PSHE co-ordinator.

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

10. Training

Staff are provided with materials for teaching RSHE and ongoing training is provided, especially for the more sensitive topics, as part of our continuing professional development calendar. This will include:

- Training on how RSHE is delivered at Hall Green as part of the new staff induction process.
- Updates on how to teach particular topics delivered through year team meetings.

11. Monitoring arrangements

The delivery of RSHE is monitored as part of the school's normal quality assurance processes. This will include:

- Regular learning walks carried out by heads of year, the PSHE co-ordinator or senior staff
- An in-depth department review carried out once every three years as part of the school's curriculum review cycle. This may be carried out internally or it may involve an external partner.
- Calendared pupil-voice activities.

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

This policy will be reviewed by the deputy head (curriculum) every two years and whenever there is a change in statutory guidance. At every review, the policy will be approved by the school board.

Appendix 1: Curriculum map

KS3 & KS4 RSHE Curriculum map

		Date	Year 7	Year 8	Year 9	Year 10	Year 11
Week 2	Mon	07/09/2026	Mental Health: What is Mental Health?	Dental Health	Vaping	Mental Health	Mental Health Revisited
Week 2	Mon	21/09/2026	Mental health: Developing Coping Strategies	Sleep Routines	Addictive behaviours: Substance abuse	Stress Management	Study Skills Assembly : Hall TBC
Week 2	Mon	05/10/2026	Talking about our emotions	County Lines	Social Influences and gangs	Healthy Online behaviour	Budgeting
Week 2	Mon	19/10/2026	Self Esteem and Confidence	Sleep Routines	Consent	Unifrog Exploring Employer Profiles	TBC
			Half term: Monday 26th to Friday 30th October 2026				
Week 2	Mon	09/11/2026	First Aid	First Aid	First Aid	First Aid	First Aid
Week 2	Mon	23/11/2026	Bullying		Budgeting/Finance	Cultural and religious diversity	The digital World
Week 2	Mon	07/12/2026	Coercive Friendships	Safe and Sound Follow up	Yr 9 choosing what to study at KS4	Work Experience Launch & draft CVs	Data & Binary
			End of term holiday: Monday 21st December 2026 - Friday 1st January 2027				

Week 2	Mon	04/01/2027	No PSHE - Late start for pupils.				
Week 2	Mon	18/01/2027	Bullying	Diversity	Honour based violence	Extremism, terrorism, prevent	Inside the computer: Hardware & Software
Week 2	Mon	01/02/2027	Educate and Celebrate	Diversity - Discussion (Oracy)	Domestic Violence		Networks & The Internet
Half term: Monday 15th to Friday 19th February 2027.							
Week 2	Mon	22/02/2027	Child on Child abuse: Spotting a unhealthy relationship	Mentally healthy lifestyle		Challenging Prejudice/CV Creation	Cybersecurity & Online Safety
Week 2	Mon	08/03/2027	Child Sexual Exploitation (CSE)	Eating Disorders	Personal Hygiene	Challenging Prejudice/CV Creation	The Future of Computing
Week 2	Mon	22/03/2027	Saving, Borrowing and Budgeting	Conflict Resolution	Healthy Routines	Loudmouth theatre - Calling it out - Y10 (8:45 to 9:45 in Hall)	Revision
End of term holiday: Monday 26th March to Friday 9th April							

Week 2	Mon	03/05/2027	Bank holiday: School closed				
Week 2	Mon	17/05/2027	Unifrog: What is a Career?	Digital Literacy	Sexting		Revision
Half term Monday 25th to Friday 29th May							
Week 2	Mon	07/06/2027	Healthy Relationships	Social Media	Sexually Transmitted Infections (STIs)	Sexual Pressure	
Week 2	Mon	21/06/2027	Emergency situations	Body Image	Contraception	Inappropriate sexual behaviour	
Week 2	Mon	05/07/2027	Diability Awareness	Joint Enterprise	Pornography	Treatment of Sexually Transmitted Infections	
End of term Holiday: Wednesday 21st July- Wednesday 1st September 2027							

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

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

TOPIC	PUPILS SHOULD KNOW
	• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • 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
	• About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions

TOPIC	PUPILS SHOULD KNOW
	• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful

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

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

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

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