

# Relationship and sex education policy



**Churchdown School Academy**  
ACHIEVING SUCCESS FOR ALL

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Person responsible:	Mrs N Roberts-Moore

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### 1. Aims

The Relationship and Sex Education (RSE) curriculum at Churchdown School Academy allows pupils to develop knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Through the curriculum they will develop resilience and the capacity to make sound decisions when facing risks, challenges and complex contexts. They will also develop their confidence to know how and when to ask for help, and to know where to access support.

The aims of 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
- › 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 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

At Churchdown School 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. The consultation and policy development process involved the following steps:

1. All relevant information including relevant national and local guidance has been reviewed by the deputy head
2. School staff were given the opportunity to look at the policy and make recommendations
3. Pupils were consulted to establish what they want included in their RSE
4. All interested parties (such as Parent/carers) were invited to consult with the school about the policy
5. Once amendments were made, the policy was shared with governors and ratified

### 4. Definition

Relationship and Sex Education (RSE) involves learning about emotional, social and cultural development of students. It involves learning about the physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in an age appropriate and sensitive way.

RSE forms part of the PSHE curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. 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, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, 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.

### 6. Delivery of RSE

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

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 and media
- 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.

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

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

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

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:

- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM)
- 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
- The protected characteristics
- The age of criminal responsibility

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

## 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, developmental stage and background of our 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 appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. 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 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

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

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

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, 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
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (N Roberts-Moore)

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.

RSE is taught by the following members of staff: Mrs Roberts Moore, Miss Hicks, Miss Biscoe, Mrs Kelly.

### 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 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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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 school work will be given to pupils who are withdrawn from sex education.

## 10. Training

Staff who teach RSE 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 Mrs Robert-Moore (assistant headteacher) through:

- Planning meetings
- Learning walks
- Work scrutiny
- Relationship and sex education policy. Reviewed September 2023
- Data drops
- Lesson observations

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 (pupil wellbeing) annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Relationship and sex education curriculum overview

RSE is taught primarily within the PSHE education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). PSHE is delivered through the core themes of:

- Health and wellbeing
- Living in the wider world
- Relationships

Year 7	Topic
Autumn 1	<p>In PSHE (Health and wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• building resilience, including who they would ask for support</li> </ul>
Autumn 2	<p>In PSHE (Health and wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul> <p>In science:</p> <ul style="list-style-type: none"> <li>• human reproduction</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• friendships, healthy and unhealthy relationships, respect, self-respect and consent</li> </ul> <p>External providers:</p> <ul style="list-style-type: none"> <li>• Hope – Anti-bullying</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>
Spring 1	<p>In PSHE (Healthy relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• healthy diet, sleep, exercise and managing stress</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• Children’s Mental Health week</li> </ul>
Spring 2	<p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• using positive language to promote positive relationships</li> </ul>
Summer 1	<p>In PSHE (Relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• safe and unsafe relationships, including online relationships</li> </ul>

	School / National events: <ul style="list-style-type: none"> <li>LGBT Awareness week</li> </ul>
Summer 2	In tutor time (Headstrong) pupils will learn about: <ul style="list-style-type: none"> <li>taking responsibility for their decisions</li> </ul>

Year 8	Topic	
Autumn 1	In PSHE (Healthy relationships) pupils will learn: <ul style="list-style-type: none"> <li>about all forms of discrimination: racism, religious discrimination, disability, discrimination,</li> <li>sexism, homophobia, biphobia and transphobia</li> <li>how to recognize and challenge ageism and ableism</li> <li>how to recognise and challenge homophobia and biphobia</li> <li>how to recognise and challenge racism and religious discrimination</li> <li>how to recognise and challenge sexism</li> </ul> In tutor time (Headstrong) pupils will learn about: <ul style="list-style-type: none"> <li>their ambitions and their identity</li> </ul>	
Autumn 2	In PSHE (Living in the wider world) pupils will learn: <ul style="list-style-type: none"> <li>about online communication</li> <li>how to use social networking sites safely</li> <li>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>how to respond and seek support in cases of online grooming</li> <li>how to recognise biased or misleading information online</li> <li>how to critically assess different media sources</li> <li>how to distinguish between content which is publicly and privately shared</li> <li>about age restrictions when accessing different forms of media and how to make responsible decisions</li> </ul> In tutor time (Headstrong – New Year New Me) pupils will learn about: their own values, school values, British Values and Consent External providers: <ul style="list-style-type: none"> <li>Chelsea’s Story – CSE</li> </ul> School / National events: <ul style="list-style-type: none"> <li>Anti-bullying week</li> </ul>	
Spring 1	In PSHE (Health and wellbeing) pupils will learn: <ul style="list-style-type: none"> <li>about ‘group-think’ and persuasion</li> <li>how to manage influences on beliefs and decisions</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul> In tutor time (Headstrong) pupils will learn about: <ul style="list-style-type: none"> <li>digital literacy and protecting their privacy online</li> </ul>	
Spring 2	In PSHE (Healthy relationships) pupils will learn: <ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of ‘sexting’ and how to manage requests or pressure to</li> </ul>	

	<p>send an image</p> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>making positive choices around friendships and relationships, including online</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>LGBT Awareness week</li> </ul>	
Summer 1	<p>In PSHE (Health and wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>their identity</li> </ul>	
Summer 2	<p>In PSHE (Living in the wider world) pupils will learn:</p> <ul style="list-style-type: none"> <li>how to develop self-worth and confidence</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>using positive language to promote positive relationships</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>Childrens Mental Health week</li> </ul>	

Year 9	Topic	
Autumn 1	<p>In PSHE (Health and wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>about the relationship between physical and mental health influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>managing their emotions and their mental health</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>Anti-bullying week</li> </ul>	
Autumn 2	<p>In PSHE (Healthy relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> <li>conflict resolution strategies</li> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>how to access support services</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>using positive language to promote positive relationships</li> </ul>	
Spring 1	<p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>consent</li> </ul>	

	<p>School / National events:</p> <ul style="list-style-type: none"> <li>• Childrens Mental Health week</li> </ul>	
Spring 2	<p>In PSHE (Health and wellbeing) pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group-think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• making good choices in relation to their future ambitions</li> </ul>	
Summer 1	<p>In PSHE (Healthy relationships) pupils will learn:</p> <ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul> <p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• making healthy choices around their lifestyle</li> </ul> <p>School / National events:</p> <ul style="list-style-type: none"> <li>• LGBT Awareness week</li> </ul>	
Summer 2	<p>In tutor time (Headstrong) pupils will learn about:</p> <ul style="list-style-type: none"> <li>• maintaining positive relationships with their friends whilst making independent choices</li> </ul>	

## 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>

TOPIC	PUPILS SHOULD KNOW
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> <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>

TOPIC	PUPILS SHOULD KNOW
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> <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 who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</li> <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>

TOPIC	PUPILS SHOULD KNOW
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> <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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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> <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 form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project

## Appendix 4: Suggested resources

### Teaching resources

There are many excellent resources available, free of charge, which CSA draws upon when delivering PSHE and RSE. Each resource is assessed carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their need. PSHE and RSE teachers also draw upon the expertise of other subjects where appropriate.

Below are some of the resources that have been used to plan PSHE and RSE lessons. This is not an exhaustive list:

PSHE Association Programme of study for KS1-5

Brook: <https://www.brook.org.uk/>

Sexwise: <https://www.sexwise.org.uk/>

Disrespect NoBody from the Home Office and Government Equalities Office.

Consent: lesson plans from the PSHE Association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Rise Above: <https://riseabove.org.uk/>

NSPCC: <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

Young Minds: <https://youngminds.org.uk/>

Anti-bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting

Thinkuknow: <https://www.thinkuknow.co.uk/>

CEOP: <https://www.ceop.police.uk/safety-centre/>

Digital Awareness UK: <https://www.digitalawarenessuk.com/>