Relationships and Sex Education Policy

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Version	Date	Author	Changes
0.1	January 2023	SL	Policy review
0.2	March 2023	SL	Statement on sexual violence and harassment added to aims; relationship of policy to children and young people with SEND expanded.
2.	May 2026		E&S committee for review
3	June 2026	TD	**Safeguarding Strengthened**

			Much greater emphasis linking RSHE to **KCSIE and safeguarding**
			
			Online Safety Expanded
			
			Inclusion and Equality Enhanced
			
			• Stronger alignment with **Equality Act 2010**
			
			Curriculum Modernised
			
			• Updated to reflect:
			  o Consent education (more explicit)
			  o Healthy vs unhealthy relationships
			  o Emotional wellbeing and resilience
			• Age-appropriate handling of complex issues (e.g. misogyny, influence culture)
			
			Staff Expectations Clarified
			
			Parental Engagement Updated
			
			Monitoring and Accountability Strengthened
			
			SEND and Vulnerability Focus Increased
			
			• Stronger emphasis on:
			  o Adaptation and differentiation
			  o Risk awareness for vulnerable pupils
			  o Preparing for adulthood

Relationships and Sex Education Policy

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1. Aims

Futura Learning Partnership (the trust) is committed to ensuring that each pupil has expert support in embracing the challenges of creating a happy and successful life in modern Britain. This will involve providing them with knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The RSHE curriculum can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Futura Learning Partnership is committed to delivering high-quality Relationships, Sex and Health Education (RSHE) that:

- Prepares pupils for life in modern Britain, including digital, social and cultural contexts
- Promotes safeguarding, wellbeing, and healthy, respectful relationships
- Supports pupils to develop resilience, self-efficacy and emotional literacy
- Enables pupils to recognise and respond to risks, including online harms and exploitation
- Ensures all pupils understand consent, equality, boundaries and respect
- Actively challenges sexual violence, harassment, misogyny and harmful behaviours
- Reflects inclusive practice, ensuring all pupils feel represented and safe

The trust recognises that:

- Children must be protected from misinformation, harmful online content and exploitation
- RSHE is a key safeguarding tool
- Pupils must know **how, when and where to seek help**

Sexual violence and sexual harassment is not acceptable, will never be tolerated in Futura Learning Partnership and is not an inevitable part of growing up. Behaviours such as those outlined in the Government's 'Review of sexual abuse in schools and colleges' will always be challenged with appropriate action taken. Sexual violence and sexual harassment can happen outside of the school and online; the trust school will act accordingly regardless of where the alleged abuse took place. All victims will be reassured, taken seriously, supported and kept safe. It is crucial staff have an understanding of the definitions below to develop a shared understanding of sexual violence and sexual harassment. This policy reflects the value that the trust places on RSHE and its contribution to enabling young people to fulfil happy and safe relationships. Pupils are helped to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality. Pupils are taught that sexual violence and sexual harassment is always wrong.

2. Statutory requirements

This policy complies with the most recent statutory and non-statutory guidance, including:

- Children and Social Work Act 2017
- Education Act 1996 (Section 403)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice 2015
- Relevant guidance and inspection frameworks

Schools must:

- Deliver Relationships Education (primary) and Relationships & Sex Education (secondary)
- Ensure content is age-appropriate, evidence-informed and inclusive
- Have regard to updated DfE guidance on safeguarding, online safety, consent and sexual harassment
- Make policies publicly available and reviewed regularly

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour & Anti-Bullying Policy
- Online Safety Policy
- SEND Policy

Primary Schools

As a primary school, we are required to provide **Relationships Education and Health Education** to all pupils in accordance with Section 34 of the Children and Social Work Act 2017.

We must also teach the **statutory elements of sex education contained within the National Curriculum for science**.

In teaching Relationships Education, RSHE and Health Education, we are required to have regard to the **Department for Education's statutory** guidance issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

Schools follow the National Curriculum and ensure that it is **broad, balanced and aligned with statutory RSHE requirements and best practice guidance**.

Secondary Schools

As a secondary school, we are required to provide **Relationships, Sex and Health Education (RSHE)** to all pupils in accordance with Section 34 of the Children and Social work act 2017.

In teaching RSHE, we are required to have regard to the **Department for Education's statutory** guidance issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSHE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

RSHE is a lifelong learning process supporting pupils to understand:

- Healthy relationships (including online)
- Physical and mental health
- Sexual health (secondary phase)
- Identity, equality and diversity

RSHE is not about promoting sexual activity but about ensuring pupils are informed, safe and able to make responsible decisions.

5. Curriculum

The curriculum:

- Is **spiral, age-appropriate and evidence-based**
- Reflects **recent DfE emphasis on safeguarding, consent and online risks**
- **Inclusive:** reflecting diversity and protected characteristics

- Addresses:
    - Healthy and unhealthy relationships
    - Consent and boundaries
    - Sexual harassment, violence and exploitation
    - Online safety, including pornography, image-sharing and coercion
    - Mental health and wellbeing
    - Equality, diversity and protected characteristics

Additional expectations embedded:

- Teaching about **misinformation and harmful online influences**
- Clear teaching of **respectful behaviour and challenge of harmful attitudes**
- Explicit coverage of:
    - Coercive control
    - Peer-on-peer abuse
    - Incels/misogyny (age-appropriate in secondary)
- Greater emphasis on **critical thinking and media literacy**

Our RSHE curriculum is set out in Appendix A and is reviewed regularly to ensure it remains age-appropriate, inclusive and responsive to the needs of our pupils and community.

The curriculum has been developed in consultation with parents, carers, pupils and staff, considering the age, developmental stage, needs and feelings of pupils, as well as safeguarding priorities.

Teachers will respond to pupils' questions in a factual, age-appropriate and sensitive manner, ensuring that pupils are provided with appropriate information while maintaining professional boundaries and safeguarding requirements.

In primary schools, **Relationships Education and Health Education are statutory**. The **statutory elements of sex education are taught through the National Curriculum for science**.

Additional sex education beyond the science curriculum is **not compulsory** and is determined by the school based on the needs of its pupils.

Where provided, primary sex education will focus on:

- Preparing pupils for the changes that adolescence brings
- Understanding how a baby is conceived and born (in an age-appropriate way)

Further detail can be found in the curriculum map in Appendix A.

6. Delivery of RSHE

RSHE is delivered primarily through the Personal, Social, Health and Economic (PSHE) education curriculum, alongside the science and religious education (RE) curricula where appropriate.

Biological aspects of RSHE are taught through the science curriculum, while the wider aspects of relationships, health, wellbeing and personal development are delivered through a planned, progressive PSHE programme.

Where appropriate, the school may also use external visitors or health professionals to support delivery. All external contributors are carefully vetted and work within the school's safeguarding and curriculum framework. All materials used by external providers will be reviewed in advance by school.

Headteachers will record monitor the delivery of RSHE lessons through timetabling schedules and normal school teaching and learning reviews.

Primary Schools

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive, healthy relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and digital behaviour
- Being safe

Where the school provides additional sex education beyond the science curriculum, this is planned and delivered in an age-appropriate way based on the needs of pupils.

For further details, see Appendices A and B.

Secondary Schools

RSHE focuses on equipping young people with the knowledge and skills to develop safe, respectful and healthy relationships, including:

- Families and different types of relationships
- Respectful relationships, including friendships
- Online behaviour, media influence and digital safety

- Being safe, including recognising risk, exploitation and abuse
- Intimate and sexual relationships, including sexual health

For further details, see Appendices A and B.

Inclusion and Safeguarding

We recognise that Relationships Education, RSHE and Health Education are key components of the school's safeguarding curriculum.

Teaching is designed to ensure all pupils:

- Understand how to stay safe, including online
- Can recognise unhealthy or unsafe relationships
- Know how and where to seek help

We ensure that the curriculum is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted to meet individual needs, recognising that some pupils may be more vulnerable to risks such as exploitation, bullying or abuse.

We are mindful of the **Preparing for Adulthood outcomes** within the SEND Code of Practice and ensure that pupils are supported to develop independence, safety awareness and relationship skills.

All teaching takes place within a framework of equality and respect. Care is taken to ensure that there is no stigmatisation of pupils based on their home circumstances. Families are represented in a diveRSHE and inclusive way, including (but not limited to) single-parent families, LGBT+ parents, adoptive families, foster carers, and extended family structures.

7. Roles and responsibilities

7.1 Trust Board

- Holds ultimate accountability for the effective implementation of this policy
- Approves the policy
- Ensures statutory compliance

7.2 Local Governance Committees

- Monitor the effective implementation of this policy at school level

7.3 Trust Leadership Team

- Provides strategic oversight
- Ensures consistency across schools

7.4 Headteachers

- Implement the policy at school level

- Ensure staff training and delivery
- Ensure the curriculum delivery (per year group) is shared with parents
- Ensure all resources or materials are quality assured prior to use

7.5 RSHE Leads

- Coordinate curriculum delivery
- Monitor quality and impact
- 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)
- Ensure that the names and roles of those teaching RSE are available to parents.

7.5 Teaching Staff

- Deliver RSHE in line with this policy
- Follow safeguarding procedures - handle disclosures will be handled in line with safeguarding policy
- Create a safe learning environment
- Use distancing techniques where appropriate
- Establish clear ground rules
- Monitor progress
- Respond to the needs of individual pupils
- Respond appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Model positive behaviour and avoid language that might perpetuate harmful stereotypes, and be conscious of everyday sexism, misogyny, homophobia

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 Headteacher.

7.6 Pupils/Students

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

8. Parents'/Carers' rights to withdraw

Primary Schools

Parents do not have the right to withdraw their children from **Relationships Education or Health Education**, as these are statutory.

Parents have the right to request that their child be withdrawn from the **non-statutory components of sex education** (those elements not covered by the National Curriculum for science).

Requests for withdrawal should be made in writing to the Headteacher using the form provided in Appendix C of this policy.

The Headteacher will discuss the request with parents and, where appropriate, seek to clarify the nature and purpose of the curriculum and support informed decision-making.

Right to withdraw requests will be logged into CPOMS **within one week** of receiving the request.

Alternatively, appropriate work will be provided for pupils who are withdrawn from these lessons.

Parents may raise a complaint in line with the school complaints policy.

Secondary Schools

Parents have the right to request that their child be withdrawn from the **non-statutory components of sex education** within RSHE.

Requests for withdrawal should be made in writing to the Headteacher using the form provided in Appendix C of this policy.

Before granting a request, the Headteacher will discuss the request with parents and, where appropriate, with the pupil, to ensure that parents understand the purpose and content of the curriculum.

The school will respect the parents' request to withdraw their child from sex education up to **three terms before the pupil turns 18**.

Right to withdraw requests will be logged into CPOMS within one week of receiving the request.

After this point, if the pupil wishes to receive sex education, the school will make arrangements for this to take place.

A record of withdrawal requests will be kept as part of the pupil's educational record.

Appropriate alternative education will be provided for pupils who are withdrawn.

Parents may raise a complaint in line with the school complaints policy.

9. Training

Staff will receive:

- Regular RSHE CPD linked to:
    - Safeguarding updates
    - Sexual harassment and violence
    - Online harms
    - Inclusive practice
- Training aligned with **KCSIE and Ofsted expectations**

10. Monitoring arrangements

The school will monitor RSHE through:

- Learning walks and curriculum review
- Pupil voice and feedback

- Safeguarding data analysis
- Staff confidence audits
- Reporting to Trustees

Impact measures include:

- Improved pupil knowledge and safety awareness
- Reduction in harmful behaviours
- Increased reporting of concerns

11. Safeguarding

RSHE contributes directly to safeguarding by:

- Teaching pupils to recognise abuse, harm and exploitation
- Ensuring pupils know:
    - How to report concerns
    - Trusted adults in school
- Reinforcing:
    - No child should feel unsafe
    - Abuse is never acceptable
- Concerns are reported to the DSL in line with the safeguarding policy
- All disclosures are managed in line with the safeguarding policy.

Appendix A – Relationships and sex education curriculum map

Include as much detail as you can. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS

Appendix B – Department for Education RSHE Guidance

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conveRSHEly the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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 marrying 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.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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. • 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. • 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. • 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. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endoRSHEd by so-called "involuntary celibates" (incels) or online influencers.

Online and media	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • 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. • 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. • 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. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. 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. • 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. 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. • How information and data is generated, collected, shared and used online.

TOPIC	PUPILS SHOULD KNOW
	• 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). • 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. • 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	• 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. 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. • 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 / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • 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. • 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 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • 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. • 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 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 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.

TOPIC	PUPILS SHOULD KNOW
	• 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. 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.

TOPIC	PUPILS SHOULD KNOW
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. • 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. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, 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 • 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. 11. 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 C – Parent form: withdrawal from sex education within RSHE

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	

Link to electronic version of the form: Parent form: withdrawal from sex education within RSHE – Fill out form.

Schools **must** log all withdrawal requests on CPOMS.