



West Hill School

Aiming High Since 1927

Relationships and Sex Education Policy

Item	Author/Owner	Date Written	Approved by	Date Approved
1	P Butterworth/G Harrison	July 2020	Full Board of Trustees	2020
2	P Butterworth/G Harrison	July 2022	Full Board of Trustees	2022
3	A Barton/G Harrison	October 2024	Quality of Education Committee	23/10/2024
4	A Barton/G Harrison	September 2025	Quality of Education Committee	15/10/2025
5	A Barton/G Harrison	June 2026	Full Board of Trustees	July 2026



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Key Changes

Date	Description of change	Omissions	Reason for change/ amendment	Page and paragraph reference
September 2024	Changed wording of 'pupils' to 'students'	None	School policy	Pages 3-8
September 2024	Responsibility of the policy approval changed to the quality of education committee.	None	Trustee link change	Page 6 Section 8.1
September 2024	A Barton is SLT link for IDP	None	SLT link change	Page 8 Section 11
September 2024	Monitoring arrangements include climate checks	None	School policy	Page 8 Section 11
September 2024	Minor updates to the curriculum map	None	Curriculum update	Pages 9-13
September 2025	Minor updates to the curriculum map	None	Curriculum update	Pages 9-13
June 2026	Rewrite of the curriculum map in Appendix 1	None	Curriculum update	Pages 9-24
June 2026	Update to Appendix 2	None	To reflect statutory SRE requirements	Page 25-32
June 2026	Wording of "also" added to show biological aspects of RSE are also taught within the science curriculum.	None	Biological aspects are now also taught as part of the PSHE curriculum.	Page 4 Section 6
June 2026	Details of YOUthink added to the use of external organisations and materials.	None	To reflect statutory requirements. Detailing a long-standing relationship with an external provider for the delivery of aspects of the RSE curriculum.	Page 7 Section 7



June 2026	Added the wording "Occasionally the school may use outside agencies to support the delivery of RSE content."	None	To reflect the potential use of external agencies to respond to student needs.	Page 6 Section 7
June 2026	Addition of "taught by a variety of teaching staff" in the Delivery of RSE section.	None	To reflect statutory requirements.	Page 4 Section 6
June 2026	Included details of how parents may request to view curriculum resources.	None	To reflect statutory requirements.	Page 8 Section 9
June 2026	Details of how the school would respond to questions from withdrawn students added.	None	To reflect statutory requirements.	Page 8 Section 9



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1. Aims

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

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

RSE is underpinned by our school mission statement that West Hill School aims to develop confident and ambitious young men, equipped with skills and qualifications to thrive in a changing world.

West Hill values are to be ready, respectful and responsible.

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 are 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 West Hill School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations



3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – through student voice, we investigated what students wanted from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix 1, but we will adapt it as and when necessary. If or when these changes occur, an up-to-date curriculum map will be published on the IDP curriculum webpage on our website. We have developed the curriculum in consultation with parents/carers, students and staff, and considered the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We will share curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught by a variety of teaching staff within the personal, social, health and economic (PSHE) education curriculum of our Individual Development Programme (IDP). Biological aspects of RSE are also 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 including:

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

These are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some



children may have a different structure of support around them (for example, looked-after children or young carers).

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

For further information about our RSE curriculum, see Appendix 1.

6.1 Inclusivity

We teach about these topics in a manner that:

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

We also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- We consider the level of adaptation needed for some students.

6.2 Use of resources

We consider whether resources we plan to use:

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



7. Use of external organisations and materials

Occasionally the school may use outside agencies to support the delivery of RSE content. We make sure that agencies and materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. We make sure that any speakers, tools and resources used do not 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:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance the materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures
- Conduct an 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
- Share external materials with parents and carers

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

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

Currently, the school works with **YOUthink** to deliver lessons on contraception and STIs in year 9. YOUthink are a specialist youth work team in Tameside that provides sexual health intervention, prevention, and advice for young people under the age of 25.

8. Roles and responsibilities

8.1 The Board of Trustees

The Board of Trustees will approve the RSE policy and hold the Headteacher to account for its implementation.

The Board of Trustees will hold the Headteacher to account for the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Quality of Education Committee.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students. This includes ensuring lessons and materials are fully accessible to all students, including those with SEND
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of IDP in the first instance.

Names of staff responsible for teaching RSE is available upon request.

8.4 Students

Students are expected to engage fully and responsibly in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.



9. Parents' right to withdraw

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

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

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

Parents/carers will be given the opportunity to discuss the RSE themes, read schemes of work, look at examples of current students' work and raise specific concerns they may have with the Head of IDP. Curriculum materials are available to view with or without a withdrawal request and this can be arranged by contacting the Head of IDP or Mrs Barton on 0161 338 2193.

If a student is withdrawn from sex education and then proceeds to ask questions about sex education content the school will ensure that parental rights are respected whilst also balancing pupil welfare. For example, we would not want students to be left with dangerous unanswered questions that they could potentially research themselves from inappropriate sources. In such instances the questions may be answered but parents would be made aware at the earliest opportunity. Alternative schoolwork will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of IDP will also invite visitors from outside the school, such as the PSHE Association, school nurse or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of IDP and the Senior Leader link through quality assurance practices, including reviews of schemes of work, scrutiny of students' work, climate checks, student voice and staff voice.

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

This policy will be reviewed by Mrs. A Barton annually. At every review, the policy will be approved by the Quality of Education Committee and the Headteacher.

Relationships and sex education curriculum map

Year 7	
Curriculum	Statutory RSE Requirements Referenced/Covered in These Lessons
7.1 What is PSHE? 7.2 What Makes a Good Friend? 7.3 Types of Bullying 7.4 Cyberbullying 7.5 Online Grooming 7.6 Staying Safe online 7.7 Consent and Boundaries 7.8 Respect and Relationships 7.9 Marriage and other l. term relationships 7.10 What does it mean to be a man today? 7.11 Dental health 7.12 Healthy sleep 7.13 Healthy living and diet 7.14 Exercise 7.15 First Aid 7.16 Proud to be me- Self Esteem 7.17 Body Image 7.18 Puberty 7.19 Personal hygiene 7.20 What is mental health? 7.21 MH: Stress management 7.22 MH: Being positive 7.23 MH: Healthy and unhealthy coping strategies 7.24 Careers - PAL event	<u>Families:</u> 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. How families and relationships change over time, including through birth, death, separation and new relationships. 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. <u>Respectful Relationships:</u> 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.

7.25 The History of Trade and Currency	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.
7.26 How Do Banks Make Money?	
7.27 Money in Different Cultures	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.
7.28 Intro to Tax	
7.29 Advertising Tricks	
7.30 Online gaming, grooming and addiction	The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7.31 E-Safety: Protecting personal information	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.
7.32 E-Safety: Managing devices and accounts	
7.33 E-Safety: Identifying scams	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.
7.34 E-Safety: Causes of cyber crime	
7.35 E-Safety: Effects of cyber crime	
7.36 Personal safety: water, railways and roads	
7.37 Personal safety in public spaces	
7.38 Conflict: Communication and Conflict	<u>Online Safety and Awareness:</u> Rights, responsibilities and opportunities online, including that the same expectations of behavior apply in all contexts, including online.
7.39 Conflict: Violence and the Law	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.
7.40 Conflict: Deescalation and Reconciliation	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. 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. 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. 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 (e.g. to enable targeted advertising). <u>Being Safe</u> 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
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	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation The concepts and laws relating to forced marriage.
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Year 8		
Curriculum		Statutory RSE Requirements Referenced/Covered in These Lessons
8.1	What is a community?	<u>Respectful Relationships:</u> 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. 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. <u>Being Safe</u> The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
8.2	Desert Island- Living	
8.3	Desert Island- Community	
8.4	Desert Island- Decisions	
8.5	Desert Island- Criminals, Law and Society	
8.6	How laws are made	
8.7	Prison, reform and punishment	
8.8	Reuben's Retreat- Active citizens	
8.9	Reuben's Retreat	
8.10	What are human rights?	
8.11	Democracy Explored	
8.12	Careers - PAL event	
8.13	Careers- Employability skills	
8.14	Making Personal Finance Decisions	
8.15	Gaming Payment Models - Risks to Young People	
8.16	Spending Vs Saving (Needs v Wants)	
8.17	Careers in Finance & Banking	
8.18	What is a drug?	
8.19	Nicotine and smoking	
8.20	E-cigs, vaping and shisha	
8.21	Cannabis Products	
8.22	Alcohol and risk	
8.23	Drug Classifications	
8.24	Substance Misuse	
8.25	Different Types of Addictions	
8.26	County lines: What is it?	
8.27	County lines: Who is at risk?	
8.28	Knife crime and safety	
8.29	What is loneliness	
8.30	Is it bullying or banter?	
8.31	Self esteem	

8.32	Prejudice and Discrimination	
8.33	Equality Act 2010	
8.34	Sexual orientation	
8.35	Respecting Women	
8.36	Gender Equality	
8.37	When do jokes go too far?	
8.38	Ableism and Disability	
	Discrimination	
8.39	Removing the Barriers	
8.40	Racism and Discrimination in Society	

Year 9	
Curriculum	Statutory RSE Requirements Referenced/Covered in These Lessons
9.1 Why is politics important? 9.2 How is our country run? 9.3 The role of the Prime Minister 9.4 The monarchy and King Charles II 9.5 Political debates and parliament 9.6 Creating a political party 9.7 Elections and campaigning 9.8 British Values and Identity 9.9 Mutual Respect and Tolerance 9.10 Careers 9.11 Careers 9.12 Careers - PAL event 9.13 Needs of a Family Budget 9.14 Understanding Interest Rates and Loans 9.15 Debt Lesson 9.16 What is Universal Basic Income? 9.17 What are Deepfakes? 9.18 Deep fakes Bullying & Digital Media literacy 9.19 Social Media Algorithms 9.20 AI - Changing the way we think and interact 9.21 What is a GP? 9.22 The role of pharmacists 9.23 Exploring the Local Healthcare System 9.24 Unhealthy Weight Gain & Health Risks 9.25 SRE: The law	<u>Families:</u> 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. <u>Respectful Relationships:</u> 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. What tolerance requires, including the importance of tolerance of other people's beliefs. 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. <u>Online Safety and Awareness:</u> 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.

9.26 Periods and the menstrual cycle 9.27 Pregnancy 9.28 Teenage Pregnancy 9.29 Pregnancy choices 9.30 Healthy intimate relationships 9.31 Domestic Abuse and Domestic Violence 9.32 Contraception 9.33 STIs 9.34 HIV & AIDS 9.35 Sex: Alcohol and drugs 9.36 Peer pressure 9.37 Illegal online behaviours (incl drug and knife) 9.38 Gangs: How it starts 9.39 Gangs: Risks and consequences 9.40 Gangs: Getting out	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. 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. 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 (e.g. to enable targeted advertising). <u>Being Safe</u> 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.
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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.

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.

The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

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.

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. 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.
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Year 10	
Curriculum	Statutory RSE Requirements Referenced/Covered in These Lessons
10.1 Religion around the world 10.2 What is the role of religion in Thailand? 10.3 What is the role of religion in the USA? 10.4 What is the role of religion in Turkey? 10.5 What is the role of religion in India? 10.6 What is the role of religion in Brazil? 10.7 Careers 10.8 Careers 10.9 Careers 10.10 Careers 10.11 How to Pick a Bank (Compare, Contrast) 10.12 Saving Options 10.13 How to use Credit Cards (Benefits and Risks) 10.14 Mortgage Deals - Comparing Them 10.15 How Debt Spirals 10.16 What is Retirement? - Planning for it 10.17 Group Chats and Anti-Bullying 10.18 Ending Relationships 10.19 Social media vs real life 10.20 Online Misinformation 10.21 Hate Crime and Forms of Extremism 10.22 The Radicalisation Process 10.23 How does Counter Terrorism Work?	<u>Respectful Relationships:</u> 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. 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 endorsed by so-called “involuntary celibates” (incels) or online influencers. <u>Online Safety and Awareness:</u> 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. 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. 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.

10.24 What is Antimicrobial Resistance? 10.25 Testicular and Prostate Cancer 10.26 Menstrual and Gynaecological Health incl. dangers of virginity testing and hymenoplasty 10.27 Healthy behaviours before during and after Pregnancy 10.28 MH: Screen Time 10.29 MH: Illnesses 10.30 MH: Promotion of Emotional Wellbeing 10.31 Personal safety in unfamiliar settings 10.32 Causes of knife crime 10.33 Role of intimacy and pleasure 10.34 Impact of Pornography 10.35 Pressure persuasion and coercion 10.36 Sextortion 10.37 VAWG 10.38 Incel culture 10.39 Honour Based Violence 10.40 Peer on peer abuse	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. 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. <u>Being Safe</u> 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. 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.
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	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 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. <u>Intimate and sexual relationships, including sexual health</u> 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. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
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Year 11		
Curriculum	Statutory RSE Requirements Referenced/Covered in These Lessons	
11.1 Careers	<u>Respectful Relationships:</u> 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 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. <u>Online Safety and Awareness:</u> 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. 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 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.	
11.2 Careers		
11.3 Careers		
11.4 Careers		
11.5 The future		
11.6 Natural World		
11.7 Animism		
11.8 Religion and capitalism		
11.9 Myths and legends		
11.10 Miracles		
11.11 Exploring a Payslip		
11.12 Trading and Investment		
Over Time		
11.13 Consumer Rights & Customer Service		
11.14 Vaping- popular but dangerous		
11.15 Volatile Substance Abuse		
11.16 Substance Addiction		
11.17 New Psychoactive Substances		
11.18 Problematic Gambling		
11.19 Online Reputation and Digital Footprint		
11.20 AI & Chat Bots - Dangers		
Scams and falling In Love		
11.21 SRE: The Law		
11.22 AI Generated Sexual imagery and the dangers / rise		
11.23 Revisiting STIs		
11.24 Revisiting Contraception		
11.25 Abortion Laws, Morals and Ethics		
11.26 Dealing with Grief and Loss		
11.27 Fertility		

11.28 Organ and blood donation 11.29 Love and Abuse 11.30 Financial Abuse and Control in Relationships	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. <u>Being Safe</u> 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. 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. 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. 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. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 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. 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
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attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

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.

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 2: By the end of secondary school pupils should know

Families	By the end of secondary school pupils should know: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
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Respectful Relationships

By the end of secondary school pupils should know:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

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| | <ol style="list-style-type: none">10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers. |
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**Online Safety
and
Awareness**

By the end of secondary school pupils should know:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand

that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

By the end of secondary school pupils should know:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.

The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for

anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and Sexual Relationships, Including Sexual Health	By the end of secondary school pupils should know: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 3: Parent/carer form: 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 signature			

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