KING EDWARD VI
SCHOOL LICHFIELD

Relationships and Sex Education Policy (from September 2026)

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1. Aims

We want everyone in school to develop to their full potential; it is our job to ensure that students leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others.

We are a learning community with a positive, inclusive and friendly environment where we take the time to get to know our students so we can support their learning and their personal development. We seek to develop a strong partnership between students, parents and the school to enable this to take place. We encourage all stakeholders to involve themselves in the wider life of the school and its community.

Our overriding aim is to provide the highest quality education for all students. Our commitment is to help each young person to make the most of their abilities, building their character and developing their life skills. Students are challenged to do their best and are supported to ensure that they make good progress. In return we expect a commitment to high standards of effort and behaviour.

No matter a pupil's gender identity, sexual orientation or background, we will aim to support them and help them to develop their understanding of all RSE themes.

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

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

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the Children and Social work act 2017.

In teaching RSE, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Appendix 2 outlines what secondary pupils should know.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At King Edward VI School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – The PSHE Lead reviewed relevant national and local guidance, including the updated Relationships, Sex and Health Education (RSHE) statutory requirements. Drawing on guidance and best practice from The Key and the PSHE Association, existing provision was evaluated to identify strengths and areas for development. Findings from this review informed the production of a revised curriculum and a draft policy.

2. Staff Consultation – All staff were informed of the proposed changes to RSHE guidance through safeguarding and professional development training. Staff were invited to complete a survey to assess their understanding of the changes and identify any additional training needs. Feedback was collated and considered by the PSHE Lead when refining the curriculum and policy.

3**. Parent and Stakeholder Consultation** – A draft version of the policy was shared with parents/carers, who were invited to provide feedback through a consultation survey. Following this, interested parents/carers and other stakeholders were offered the opportunity to attend a consultation meeting to discuss the proposed changes. Feedback from this process was used to inform revisions to both the curriculum and policy.

4. Governor Consultation – The draft policy was shared with governors for review and feedback. Governors considered the proposed curriculum, statutory requirements and consultation outcomes to ensure that the policy reflects the school's values and meets its legal obligations. Any recommendations were incorporated into the final draft prior to ratification.

5. Pupil Consultation – The draft curriculum was shared with pupils through year group council meetings. Pupils were given the opportunity to provide feedback on the proposed content and identify areas they felt were important to include. Their views were considered when finalising the curriculum to ensure it is relevant, age-appropriate and responsive to pupils' needs.

6. Ratification – Following amendments arising from the consultation process, the final policy was presented to the governing body for approval and formal ratification.

4. Definition

Relationships and Sex Education (RSE) supports pupils' emotional, social, cultural and physical development. It includes learning about relationships, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. RSE combines the sharing of information with the exploration of issues, attitudes and values.

RSE covers the physical, emotional, social and legal aspects of relationships and sexual behaviour, including human reproduction, conception, contraception, safer sex, sexually transmitted infections, family life, friendships and intimate relationships. It aims to equip children and young people with the knowledge, skills and values needed to build safe, healthy and fulfilling relationships, make informed choices, and take responsibility for their health and wellbeing. RSE is not intended to promote sexual activity.

5. Curriculum

The RSE curriculum aims to provide pupils with the knowledge, skills and understanding they need to develop healthy, respectful and positive relationships. It covers families and different family structures; respectful relationships and friendships; online relationships and internet safety; personal safety and safeguarding; and intimate and sexual relationships, including sexual health.

It is important that secondary-aged pupils understand what the law says about certain topics covered within RSE, particularly where these relate to young people. This knowledge helps pupils identify right and wrong, supports informed decision-making, and provides a foundation for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), virginity testing and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours, including the sharing of images and information (including sexual imagery, youth-produced sexual imagery, AI-generated sexual imagery and deepfakes). Pupils should understand the law relating to online sexual harassment, online sexual abuse, grooming and sextortion
- Pornography
- Abortion
- The protected characteristics under the Equality Act 2010
- The age of criminal responsibility

Further information about the content of the RSE curriculum can be found in Appendix 1.

The curriculum has been developed in consultation with parents and carers, pupils and staff, taking into account the age, developmental stage, needs (including cultural and religious needs) and feelings of our pupils. If pupils ask questions that fall outside the scope of this policy, teachers will respond in an age-appropriate and professional manner to ensure pupils are appropriately informed and do not seek potentially unreliable information online.

An outline of the RSE curriculum is available on the school website. Curriculum materials will also be shared with parents and carers on request.

6. Delivery of RSE

Relationships and Sex Education (RSE) is delivered through the school's Personal, Social, Health and Economic (PSHE) education programme. Pupils receive dedicated PSHE lessons on a fortnightly basis, delivered by tutors. Learning is further supported through registration activities, assemblies, themed events and enrichment opportunities delivered by external organisations and specialist agencies where appropriate.

RSE forms part of a broad and balanced curriculum and is complemented by learning across a range of subjects. Where appropriate, links are made between curriculum areas to strengthen pupils' understanding and reinforce key concepts. For example, the biological aspects of puberty, human reproduction and the effects of drugs are taught through the Science curriculum, while relationships, values, beliefs and moral perspectives are explored within Religious Education. Online safety, digital citizenship and the responsible use of technology are addressed through the Computing and IT curriculum. These topics are taught in an age-appropriate manner and are clearly linked to the aims and objectives of the RSE curriculum.

The school ensures that RSE content is organised into coherent and manageable units of learning and delivered through a carefully planned and sequenced programme of study. Learning builds progressively on pupils' prior knowledge and understanding, enabling them to develop confidence and competence over time. Pupils are provided with opportunities to apply and embed their learning in relevant real-life contexts. RSE is delivered by appropriately trained members of staff who are supported to teach the curriculum effectively and with confidence. A range of age-appropriate resources is used to support learning and engagement, including diagrams, educational videos, books and reading materials, interactive activities, class discussions and practical learning tasks.

All RSE teaching takes place within the context of family life. The school recognises and values the diversity of family structures and is committed to ensuring that no pupil experiences discrimination or stigma because of their home circumstances. Teaching reflects a broad range of family experiences and support networks and acknowledges that pupils

may come from a variety of family backgrounds and living arrangements. The curriculum is designed to be inclusive, respectful and accessible to all pupils.

RSE may raise safeguarding issues or lead to pupils making disclosures. All staff delivering RSE are aware of the school's safeguarding procedures and will follow the school's Child Protection and Safeguarding Policy where concerns arise. Pupils will be made aware that teachers cannot offer unconditional confidentiality and may need to share information where there is a concern for a pupil's safety or wellbeing.

6.1 Inclusivity

The RSE programme will be delivered in a way that promotes inclusion, equality and participation for all pupils. We are committed to ensuring that all pupils, regardless of their gender identity, sexual orientation, faith, culture, disability or background, are able to access and benefit from the RSE curriculum.

Teaching will recognise and reflect the diversity of experiences, relationships and family structures within modern society. Lessons will be planned and delivered in a way that is sensitive to pupils' individual experiences and circumstances, while ensuring that all pupils can engage with the key messages of the curriculum. Throughout the programme, staff will seek to ensure that pupils feel safe, supported and included.

Teachers will create a safe, supportive and respectful learning environment in which pupils feel confident to contribute, ask questions and express their views. All pupils' opinions will be listened to and treated with respect. Questions will be answered sensitively, honestly and in a manner that is appropriate to pupils' age, maturity and stage of development.

The curriculum and teaching materials will be adapted where necessary to ensure they are accessible and relevant to all pupils, including those with special educational needs and disabilities (SEND) and other additional needs. Careful consideration will be given to the level of support and differentiation required to enable all pupils to access the learning and achieve the intended outcomes.

To meet the needs of different pupils and topics, learning may take place in a variety of formats, including whole-class lessons, small-group or targeted sessions, one-to-one discussions, and appropriate digital learning activities. The school will use professional judgement to determine the most effective approach to teaching particular content, while ensuring that all pupils receive a high-quality and inclusive RSE education.

6.2 Use of resources

All PSHE and RSE resources and materials are subject to a formal review and quality assurance process before being used with pupils. This process ensures that resources are accurate, inclusive, engaging, age-appropriate and suitable for pupils' developmental stage. It also ensures that materials meet statutory requirements and reflect current best practice,

including guidance from the PSHE Association and other recognised professional bodies that support the delivery of high-quality, evidence-informed PSHE education.

Resources are selected and reviewed by appropriate staff, including the PSHE/RSE Lead, with careful consideration given to safeguarding, curriculum relevance, educational value and consistency across the wider programme of study. When evaluating resources, the school will consider whether they support the statutory requirements of Relationships, Sex and Health Education; align with the school's curriculum intent and sequence of learning; and help pupils apply their knowledge and understanding in a range of contexts and situations.

The school will also ensure that resources are drawn from credible and reliable sources, are based on robust evidence and factual information, and are compatible with effective teaching and learning approaches. Particular consideration will be given to the age, maturity, needs and experiences of pupils to ensure that materials are appropriate, inclusive and sensitive, and do not cause unnecessary distress or anxiety.

6.3 Use of external organisations

The school may, where appropriate, use external organisations, agencies and speakers to support the delivery of PSHE and RSE. External contributions can enhance learning by providing specialist knowledge and expertise; however, responsibility for the planning, delivery and quality assurance of the curriculum remains with the school at all times.

Before any external organisation is used, the school will undertake appropriate due diligence to ensure that both the organisation and any materials it intends to use are accurate, age-appropriate, developmentally appropriate, balanced and suitable for pupils. All external contributions must support the aims of the curriculum and comply with statutory guidance, this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996. Particular care will be taken to ensure that all content is presented in a factual, objective and balanced manner and is consistent with the school's legal duty to maintain political impartiality.

The school will only work with organisations in which it has full confidence and will seek to understand their approach to teaching sensitive topics before any sessions take place. This may include reviewing lesson plans, presentations, case studies and other resources in advance, clarifying the key messages that will be delivered, understanding the organisation's position on relevant issues, and seeking feedback or references from other schools or organisations that have previously used their services. Any resources or activities used by external providers must support the intended learning outcomes of the curriculum and be appropriate for the age, maturity and needs of pupils. The school will not work with external organisations that promote or endorse extreme political positions, nor will it use materials produced by such organisations.

Appropriate safeguarding procedures will be followed whenever external visitors are involved in curriculum delivery. The school will ensure that it is aware of the named individuals attending and that all visitors comply with relevant safeguarding and visitor procedures. A member of school staff will always be present during sessions delivered by external organisations and will retain responsibility for the management of the class. Teachers have the authority to intervene, redirect discussion, or terminate a session if they believe the content, delivery or conduct of the session is inappropriate or inconsistent with the school's expectations.

Where external organisations may collect, use or process information during a session, the school will review their arrangements for photography, recording, data collection and data protection to ensure compliance with relevant legislation and school policies.

6.4 Assessment

Formative assessment in PSHE takes place through a range of ongoing, low-stakes methods designed to check understanding and inform next steps in learning. These may include questioning during lessons, class discussions, and targeted feedback, as well as pupil self-assessment and reflection activities. Teachers may also use peer assessment, mini whiteboard responses, quick polls, exit tickets, and short online quizzes or knowledge checks. In addition, scenario-based tasks, teacher observation during group work, and the use of learning journals or reflection logs help to gauge pupils' understanding and progress.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to student/staff welfare committee.

7.2 The Head Teacher

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

7.3 The RSE Lead Teacher

The RSE Lead, with the support of the PSHE Lead, is responsible for overseeing the delivery of RSE through monitoring lessons, identifying and supporting staff training needs, and sharing relevant resources and materials with parents and carers.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) or a member of the wider safeguarding team, including deputy designated safeguarding leads (DDSLs), in accordance with the school's safeguarding procedures.

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 RSE Lead Teacher or Head of PSHE.

A list of staff responsible for delivering RSE can be found in Appendix 2.

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are reminded of the Golden Rules and expectations for PSHE at the start of every lesson.

8. Training

The school is committed to ensuring that staff delivering PSHE and RSE are appropriately trained, supported and confident in their roles. Wherever possible, the Lead Teacher for RSE will undertake relevant professional development to ensure that curriculum content, teaching approaches and statutory requirements remain up to date.

Training on the delivery of RSE forms part of the induction programme for relevant staff and is incorporated into the school's continuing professional development (CPD) programme. Ongoing training and support are also provided through PSHE planning and preparation meetings, curriculum development activities and other professional learning opportunities as appropriate.

Where beneficial, external organisations and specialist practitioners may be invited to provide training, advice or support to staff. Any external training providers engaged by the school will be subject to the same quality assurance processes applied to external organisations contributing to the curriculum.

9. Monitoring Arrangements

The implementation and effectiveness of the RSE curriculum will be monitored by the Lead Teacher for RSE, supported by the Lead Teacher for PSHE and the senior leadership team link for PSHE. Monitoring activities will be undertaken to ensure that the curriculum is delivered consistently, remains compliant with statutory requirements, and continues to meet the needs of pupils.

Monitoring may include learning walks, reviews of curriculum planning and resources, scrutiny of pupils' work, analysis of safeguarding, attendance and behaviour data, and feedback from staff and pupils regarding the quality and effectiveness of provision. The school will also review the suitability and impact of teaching materials and consider whether curriculum content remains relevant and responsive to pupils' needs.

Pupils' progress and development in PSHE and RSE will be monitored by class teachers through the school's internal assessment and evaluation processes. Information gathered through monitoring activities will be used to inform curriculum development, staff training and future planning.

This policy will be reviewed annually by the Lead Teacher for RSE and updated as necessary to reflect changes in legislation, statutory guidance, local needs or school practice. The policy will be approved by the Headteacher following each review. Where significant amendments are proposed, these will also be presented to the Student and Staff Welfare Committee of the Governing Board for consideration and approval.

10. Parental Engagement

The school recognises the important role that parents and carers play in supporting pupils' personal development and wellbeing. We are committed to working in partnership with parents and carers and will seek to engage with them throughout the development and delivery of the curriculum. Information about the PSHE and RSE curriculum will be made available to parents and carers through a range of channels, including parent information evenings, newsletters, letters, the school website and social media platforms.

The school may, where necessary, adapt curriculum content in response to the emerging needs, experiences or circumstances of pupils, or to address issues that are particularly relevant to the school community. Any such adaptations will be delivered in an age-appropriate manner and in line with the aims of this policy. Where there is a significant departure from the published curriculum, parents and carers will be informed in advance wherever reasonably practicable, and relevant materials will be made available on request.

Parents and carers may request access to curriculum materials. Where materials are provided by external organisations or publishers, they remain the intellectual property of the original provider and are protected by copyright law. Any materials shared with parents and carers are for personal viewing only and must not be copied, downloaded, reproduced, distributed or shared except where permitted by law or with the explicit permission of the copyright holder. Any queries regarding curriculum materials or their use should be directed in the first instance to the Lead Teacher for PSHE.

10.1 Right to Withdraw from Sex Education

Parents/carers have the right to request that their child be withdrawn from the non-statutory sex education elements of Relationships and Sex Education (RSE) up to and until three school terms before the pupil reaches the age of 16. After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for the pupil to access this provision.

The school will provide parents/carers with advance written notification prior to the delivery of any curriculum content that is classified as non-statutory sex education. This notification will clearly identify the specific topics and lessons that fall within the sex education curriculum and from which pupils may be withdrawn. The letter will also remind parents/carers of their right to request withdrawal from these elements of Relationships and Sex Education (RSE), explain the process for doing so, and provide details of the timescales for submitting a withdrawal request.

Requests for withdrawal must be submitted in writing using the withdrawal form provided in Appendix 3 of this policy and addressed to the Headteacher. Upon receipt of a request, the Headteacher, or a delegated member of staff such as the Lead Teacher for RSE, will discuss the request with the parent /carer and ensure that they understand the nature and purpose of the sex education curriculum, as well as the potential implications of withdrawal.

Each request will be considered on an individual basis, taking into account the pupil's age, circumstances, and best interests. A written response confirming the school's decision will be provided to the parent/carer. A copy of the withdrawal request and any related correspondence will be retained in the pupil's educational record. Where a pupil is withdrawn from sex education, appropriate alternative educational activities will be provided during the period of withdrawal.

Appendix 1: Curriculum Map

DfE Guidance: Families	PSHE Curriculum	Other Subjects
That there are different types of committed, stable relationships.	Y7, Y8, Y9, Y10, Y11	GCSE Health and Social Care Religious Studies
How these relationships might contribute to wellbeing and their importance for bringing up children	Y11	GCSE Health and Social Care Religious Studies
Why marriage is an important relationship choice for many couples. The legal status of marriage and civil partnership including 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	Y10	Religious Studies
That 'common- law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children	Y10	Religious Studies
That forced marriage and marriage before the age of 18 are illegal	Y10	Religious Studies Y8 Citizenship
How families and relationships change over time, including through birth, death, separation and new relationships.	Y7	Religious Studies
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Y11	Religious Studies
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	Y7, Y8, Y9, Y10, Y11	GCSE Health and Social Care

DfE Guidance: Respectful relationships, including friendships		
About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships	Y7, Y8, Y9, Y10, Y11	Religious Studies
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	Y7, Y8, Y9, Y10, Y11	Behaviour Curriculum Assemblies
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	Y7, Y8, Y9, Y10, Y11	Wellbeing Wednesdays
What tolerance requires, including the importance of tolerance of other people's beliefs	Y7, Y8, Y9, Y10, Y11	Religious Studies British Values Assemblies
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	Y7, Y8, Y9, Y10, Y11	
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	Y7, Y8	Assemblies – anti-bullying week all year groups
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration	Y7, Y8, Y10	

The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay	Y7, Y9, Y10, Y11	
How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice	Y7, Y10	Religious Studies GCSE Business Assemblies
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	Y9, Y10, Y11	
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	Y9	
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	Y9	

DfE Guidance: Online safety and awareness		
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y7, Y8, Y9	ICT
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.	Y8, Y9	
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	Y8, Y9, Y10	
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.	Y8, Y9,	
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	Y8, Y9	
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	Y8, Y9	
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	Y10	

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.	Y8, Y9, Y10	
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice	Y7, Y8	
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.	Y7, Y8, Y9, Y10, Y11	
That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it	Y9	
How information and data is generated, collected, shared and used online	Y8	ICT
That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)	Y8	ICT
That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion	Y8, Y9	
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk	Y10	

DfE Guidance: 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	Y7, Y8, Y9, Y10, Y11	
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	Y7, Y8, Y9, Y10, Y11	
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	Y7, Y8, Y9, Y10, Y11	Signposting
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions	Y7, Y8, Y9, Y10, Y11	Assemblies
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	Y10	
That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting	Y10	
The concepts and laws relating to sexual violence, including rape and sexual assault	Y10	
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	Y10	

The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour	Y10	
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed	Y10, Y11	
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation	Y10	
The concepts and laws relating to forced marriage.	Y10	
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.	Y10	
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.	Y10	
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	Y9	
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	Y9, Y10, Y11	

DfE Guidance: 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.	Y9, Y10, Y11	
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.	Y9, Y10, Y11	
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.	Y9, Y10, Y11	
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	Y9, Y10, Y11	
That some sexual behaviours can be harmful.	Y10	
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	Y9	Science GCSE Biology
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	Y11	
How the different sexually transmitted infections (STIs), including HIV/AIDs, 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	Y9	Science GCSE Biology
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y9	Science
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour	Y9, Y10	GCSE Health and Social Care
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Y9, Y10, Y11	
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.	Y9, Y10, Y11,	

Appendix 2: Staff with responsibility for teaching RSE

Mr J Vyse	Lead Teacher PSHE
Mrs K Riley	Lead Teacher RSE
Mr J Noakes	Lead Teacher for Learning Technologies and Online Safety.
All staff with responsibility for a registration group deliver RSE through timetabled PSHE time.	

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	