

Relationship and Sex Education Policy, 2025-2026

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1.Aims

RSE is taught across both key stages. We ensure that all students prioritise their health and wellbeing, with the explicit delivery of personal, social, health & economic education. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

(These aims are based on the DfES's Relationships and Sex Education Guidance 2026.)

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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To distinguish between relationships that are healthy and those that are distorted and harmful
- To understand the benefits of healthy relationships to their mental and emotional wellbeing. Developing their own self-respect and understanding the impact of and unhealthy relationships on a person's mental wellbeing.
- To believe they can achieve goals and that in order to achieve those goals they must stick to the tasks despite the challenges they may face, this is part of the delivery of positive mindset and the need to develop virtue within character.
- To recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online
- To within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs

The school recognises that relationship and sex education is complex and ever changing in the modern world. Topics and issues will be added or removed as appropriate to reflect Government guidance, local concerns, and topical relevant issues that impact upon the lives of our young people.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At City Academy Norwich, we teach RSE as set out in this policy.

3. Policy development

You **must** consult with parents/carers when making changes to your RSE policy, and its good practice to consult with staff and pupils, too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the policy development process.

This policy has been developed in consultation with staff, pupils 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. Pupil consultation – we investigated what exactly pupils want from their RSE
 5. Ratification – once amendments were made, the policy was shared with trustees and ratified
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4. Definition

RSE is about the emotional, social and cultural development of pupils, 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 RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The personal development curriculum is taught both explicitly and is weaved within each subject and across the school. We enhance our students' life choices by ensuring our curriculum is designed so that all can flourish, regardless of potential barriers to learning.

Our CAN RSE curriculum Character and Personal Development curriculum supports the development of the qualities and competencies needed to become positive and contributory members of their community and beyond. We enable all our students to be healthy, polite, and respectful.

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

Access to the Curriculum

All pupils enjoy equal access to all aspects of the programme. Resources are differentiated where appropriate to allow access for all pupils regardless of their literacy levels. Teachers of Relationships and Sex Education will also accept the need to structure lessons to suit a range of emotional, personal and social development within the group.

All pupils should be taught the Sex and Relationships Education programme and where a number of lessons in the programme are missed, the school will attempt to provide an opportunity for the pupils to catch up.

6. Delivery of RSE

The teaching of Relationships and Sex Education is based primarily in Personal Development lessons but is also delivered through a range of subjects across the curriculum. The Co-ordinator for Personal Development is responsible for the content and co-ordination of the Relationships and Sex and Education programme and the delivery is by subject teachers and occasional visitors.

Active learning is promoted within the classroom through discussion and debate, in order to develop pupils' skills of communication and decision making. Clear, accurate information is given as and when required.

A range of learning and teaching methods are employed for the delivery of the programme:

- Whole Group teaching
- Small Group discussion
- Clips from YouTube
- Role Play
- Active learning techniques, including the use of scenarios to aid decision-making; activities to encourage discussion and decision-making; card sorting activities.
- Practical sessions – e.g. putting condoms on demonstration models (Consideration will be given to appropriate groupings for such activities).

In RSE lessons seating plans will be considered extremely carefully and made sensitively to reflect friendship groups or those with whom a young person feels safe. There will not be an expectation that all students should speak in a lesson to avoid embarrassment. Nevertheless, there will be opportunities within lessons for students to ask anonymous questions.

6.1 The Handling of Specific and Sensitive Issues in Relationships and Sex Education.

Explicit topics are always handled sensitively and openly.

6.2 The use of Ground Rules within the classroom

Ground rules for discussion of sensitive topics are laid down. Only appropriate and acceptable sexual language is used. The use of streetwise vocabulary is discouraged.

6.3 Issues concerning Confidentiality

Pupil confidentiality is also an aspect of these lessons although it is made plain that staff cannot keep anything confidential which breaks the law and/or puts an individual or group of young people at risk. If a disclosure is made to a member of staff with regards to sexual behaviour, the school procedures for Safeguarding will be followed.

6.4 Contraception

Contraceptive information is only ever given in group sessions. In Years 9, 10 and 11 information is given about the types of contraception available, including emergency contraception, and their effectiveness. Teachers are aware that they are not permitted to provide individual contraceptive advice.

6.5 The handling of Specific and Sensitive Issues in Relationships and Sex Education

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6.6 The use of Ground Rules within the classroom

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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 will also be 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.

6.7 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiat
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6.8 Use of resources

We **will** consider whether any resources we plan to use:

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

6.9 Students with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. The Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. The Academy is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students, there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
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- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all 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

8. Roles and responsibilities

8.1 The Board of Trustees

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

The Board of Trustees member has delegated the approval of this policy to Jo Franklin.

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/non-science components of RSE (see section 9).

8.3 Staff

Charlotte Land is the RSE Lead.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of 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 headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

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

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

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

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action. Alternative schoolwork will be given to pupils 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 headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Charlotte Land through:

- Learning Walks
- Book Looks
- Curriculum Reviews
- Line management with SLT Link
- Student Voice
- Staff Training

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

This policy will be reviewed by Charlotte Land annually. At every review, the policy will be approved by Jo Franklin





Personal Development and PSHE 2025-2026

YEAR	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase.	Managing Change	Friendship, Respect and Relationships	Puberty and Body Development	Staying Safe Online and Offline	Rights, Responsibilities and British Values	Celebrating Differences
	They will address the changes that young people experience, beginning with the transition to secondary school and the challenges of adolescence and their increasing independence.	Adapting to Transition	Consent and Boundaries	Puberty - Girls	Avoiding Gangs & Criminal Behaviour	Why is Politics Important	What is your Identity
		Goal Setting	Respect and Relationships	Puberty - Boys	Online Gaming, Grooming and Addiction	How is our Country Run	Multicultural Britain
		Identity and Community	What Makes a Good Friend	Personal Hygiene	Alcohol and Risk	The Role of the Prime Minister	Importance of Being Kind
		Bias and Stereotypes	Friendships & Online Relationships	Growing Up	Nicotine and Smoking	The Monarchy and King Charles III	Breaking Down Stereotypes
		Discrimination and the protected characteristics	Being Positive	Self Esteem	E-Cigs, Vaping and Shisha	Political Debates and Parliament	Learning Disabilities
		Values and constructive disagreement	Pressure, Influence and Friends	Dental Health	Energy Drinks and Caffeine	Elections and Campaigning	Prejudice and Discrimination
		Diverse and supportive communities	What Does it Mean to be a Man in Today		Knife Crime and Safety	Creating a Political Party	Challenging Islamophobia
		Assemblies	Black History Month , Future Stars, INTO	Remembrance , EDI	National Careers Week	NCC Apprenticeships, EDI, Police	EDI
8	Students will broaden their knowledge and understanding of how they fit into today's society.	Physical Health and Wellbeing	Identity , relationships and Sex education	Society online and offline	Law , Crime and Society	Employment Sectors and Careers	Celebrating Diversity & Equality
	Students will develop the knowledge to stay safe and confidently navigate increasingly complex online and face to face relationships in current and future societal and political environments.	Health and Wellbeing	Relationships and Sex Education	County Lines What Is It?	Desert Island - Living	Workplace Preparation	LGBTQ+ What is it
		What is Mental Health?	Being Yourself & Self-Love	County Lines Who Is At Risk	Desert Island - Building a Community	Careers in the Private Sector	LGBTQ+ Rights Across the World
		Positive Body Image	Healthy Respectful	Substance Misuse	Desert Island - Making	Careers in the	Gender

			Relationships		Decisions	Public Sector	Equality
		Types of Bullying	What is Love	Alcohol Safety	Desert Island - Criminals, Law & Society	Careers in Leisure & Tourism	Ableism and Disability Discrimination
		Healthy Eating and Cholesterol	Dealing with Conflict	Child Exploitation & Online Protection	How are Laws Made	Careers in Cyber Security & Computing	Removing the Barriers Equality for all
		Stress Management	Periods and Menstrual Cycle	Online Bullying	Prison, Reform and Punishment	Careers in Law	Racism & Discrimination in Society
			Introduction to Contraception	Cyberbullying		Careers in STEM	
			Sexual Orientation				
	Assemblies	Black History Month , INTO, UEA	Remembrance, EDI	National Careers Week	NCC Apprenticeships, EDI, Police	EDI	Culture Day
	Students will strengthen and expand their knowledge and understanding to stay safe and confidently navigate increasingly complex online and face to face relationships in current and future societal and political environments.	Body Confidence	Relationships and Sex Education	Legal and Illegal Drugs	World Of Careers	Business and Finance	Combatting Extremism and Terrorism
	They will begin to make sense of and make informed decisions about their future.	How Self-Esteem Changes	What are STIs	What is a Drug	Futuristic Careers & Artificial Intelligence	Understanding Credit Scores	Conspiracy Theories and Extremist Narratives
		Bullying in all its forms Misogyny	Treating STIs and the Clinic	Vaping	Developing a Positive Work Ethic	Decisions and Accountability	Forms of Extremism
		Bullying in all its forms	Contraception Explored	Cannabis Products	Careers & The World Cup	Being Ambitious with My Career	What is Terrorism
		Dealing with Grief and Loss	Contraception & STIs - 04 - Contraception - Condoms	Drug Classifications	Careers in Finance & Banking	What is The Economy	War and Conflict
		Media and Airbrushing	Contraception Explored Further	Party Drugs & Illegal Drugs	Careers in Digital Marketing	Young Entrepreneurs Around the World	The Radicalisation Process
		Cancer Prevention and Healthy Lifestyles	HIV and AIDS	The War on Drugs	Careers in Geography	Setting up A Business	How Does Counter Terrorism Work
			HIV and AIDS Prejudice and Discrimination		Careers in History	Business and Profits	Antisemitism
9	Assemblies	Black History Month, EEGER Apprenticeships, INTO	Remembrance, INTO, EDI	National Careers Week, Options	NCC Apprenticeships, EDI	EDI	Culture Day

	Students will develop a greater knowledge and understanding of the world and how they fit in it. They will be able to confidently navigate an increasingly complex online and face to face relationships in current and future societal and political environments. They will begin to plan their Post 16 pathway.	Mental Health and Wellbeing	Violence, Crimes and Seeking safety	Rights and Responsibilities	Risks, Relationships and Sex education	Careers and Employment	Exploring World Issues
		Child Sexual Abuse	Honour Based Violence	Insta and Tik Tok Generation	Pleasure and Delaying Sexual activity	My Strengths, Skills and Qualities	International Organisations
		New lesson required	Forced Marriage and Breast Ironing	Targeted Advertising and Your Data	Campaigning against FGM	The Art of Standing Out	Peace, War & Conflict
		Mental Health Illnesses	Online Gaming & Gambling	What is Marriage	Sexting Nudes and Dick pics	Careers in the NHS	Human Rights During War
		Self-Harm	Social Media Validation	Rights and Responsibilities	Online Pornography	Careers in the City	Aid & Supporting Other Countries
		Suicide (Thoughts and Feelings)	Modern-Day Slavery	Consumer Rights	Unhealthy Relationships, Sexual Abuse and Rape	Careers in Music	Striking and Trade Unionism
		Promoting Emotional Wellbeing	Keeping Your Data Safe	Employment Rights	Sexualisation of the media	Careers in the Film Industry	Women's Rights and Equality
			Causes of Knife Crime	Exploring a Payslip		Careers in Sport	Fair Trade and Free Trade
10	Assemblies	Black History Month, On The Ball cancer Awareness, Discover Pathways	Remembrance, Work Experience, KLM	National Careers Week, Work Experience	NCC Apprenticeships, EDI, Examination Preparation, Work Experience	Examination Preparation, Work Experience	Culture Day
	Students will confidently and independently demonstrate their knowledge of the world around them.	Adult Health and Looking After Yourself	Sexual Health	Study Skills & Revision	Study Skills & Revision	Study Skills & Revision	
11	Students will be ready for their exams and enter their post 16 pathways as resilient, curious learners and well-rounded individuals.	Organ and Blood Donation	Peer on Peer Abuse				
		Teenage Pregnancy Choices	Fertility and What Impacts it				
		Abortion Laws, Morals and Ethics	Alcohol, Parties and Bad Choices				
		Parenthood for Teenagers	Importance of Sexual Health				
		Testicular and Prostate Cancer	Revisiting STIs				
		Breast Cancer, Cervical Cancer &	Revisiting Contraception				

		Screening				
		Love and Abuse	Respect, Love and Relationships			
	Assemblies	Black History Month, Post-16 Providers, Get Set GCSE to HE	Remembrance, Access Creative, EAGER Apprenticeships	National Careers Week, Exam Preparation, Stress Management	NCC Apprenticeships, EDI, Examination Preparation	

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships. How these relationships might contribute to wellbeing, and their importance for bringing up children. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. That forced marriage and marrying before the age of 18 are illegal. How families and relationships change over time, including through birth, death, separation and new relationships. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</p>
Respectful relationships	<p>The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. What tolerance requires, including the importance of tolerance of other people’s beliefs. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn’t automatically make it ethically ok. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p>

	<p>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.</p> <p>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.</p>
<p>Online Safety And Awareness</p>	<p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>which are unhealthy and wrong.</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>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. 9 For example, see Report Remove 16</p> <p>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.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>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.</p>
Being Safe	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>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.</p> <p>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</p> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p>

	<p>The concepts and laws relating to forced marriage.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That some sexual behaviours can be harmful.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>

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	