GRAVENEY SCHOOL

Relationship and Sex Education Policy 2026-27

To be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use of ICT Policy
- Equalities Policy

RELATIONSHIPS AND SEX EDUCATION POLICY	
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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 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
- Support young people to keep themselves and others safe
- Create a positive culture around issues of sexuality and respectful relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Graveney we recognise the importance of supporting students to make sense of the increasingly complex world that we live in today and teach them how they can improve it both for themselves and for future generations. RSE works as part of the wider PSHE curriculum, supporting students to thrive academically and socially, providing them with the tools to navigate this complex world. Our RSE curriculum (appendix 1) is age-appropriate, builds on prior knowledge and is sequenced in a way which we feel best supports student understanding, ensuring that they feel comfortable and safe when exploring the lesson content.

We want to make sure that we are developing students into responsible and caring adults able to contribute positively to society. Relationships and Sex Education (RSE) is a key factor in helping young people make affirming and responsible relationships and choices. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life.

Our teaching of RSE will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to be well equipped to make decisions for themselves about how to live their own lives in the future within the confines of the law and whilst respecting the right of others to make their own decisions and hold their own beliefs.

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 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 Graveney we teach RSE as set out in this policy.

3. Policy development

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** – The Head of PSHE and the Deputy Head Teacher researched and 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 make comments about the draft RSE Policy 26-27 on Google Forms, and express interest to attend a meeting about the policy

4. **Pupil consultation** – we investigated what exactly pupils want from their RSE through discussions with pupils (inc. the school council).

5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

This policy was developed in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- National Citizen Service guidance for schools

Links with other policies

- This policy should be read in conjunction with the following policies:
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use of ICT Policy
- Equalities Policy

4. Definition

For the purpose of this policy:

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 Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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.

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

6. Delivery of RSE

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) and Physical Education (PE)..

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

These areas of learning are taught within the context of family life, taking care to ensure 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, 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 acknowledge that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex (Appendix 1 & 2) will complement and be supported by the school's wider policies outlined in section 3. RSE will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually and culturally. RSE is also considered as an integral part of our pastoral care system.

The curriculum on health education will similarly complement and be supported by our education on healthy lifestyles through physical education, food technology, science and sports education, extra-curricular activity and school food.

We will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of a manageable size and communicated clearly to students, in a carefully sequenced, age appropriate way, within a planned program of lessons. Year teams and safeguarding teams will be consulted when sensitive topics are being taught so that teachers of RSE can be sensitive to the needs of the class. Students will be notified one week prior to teaching any sensitive lessons so that they can speak with a trusted adult should they feel concerned. This will be particularly important for vulnerable students in the school

Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The lead teacher will work closely with colleagues in related curriculum areas by completing a cross curricular audit to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects such as Science, Computing, RS and PE. Relationships Education, RSE and Health Education will be accessible for all students.

The RSE curriculum will be delivered by appropriately trained members of staff.. Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

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

Students will be assessed in a number of different ways when studying RSE. For example:

- Quizzes
- Homework and Classwork tasks
- Class discussions
- Teacher questioning
- Group and individual projects
- Written assessments

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers through the initial consultation process.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong,

and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- 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 image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any major deviation from our published policy in advance, and share any relevant materials on request. The slides and presentations from the RSE unit will also be available on the students' Google Classroom, along with additional and quality checked supportive resources.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

SEND Pupils

High quality teaching is differentiated and personalised; this is the starting point to ensure accessibility for all students. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

We are 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. SEND departments will continue to be consulted about the development of teaching materials and the delivery of the content to pupils. Teachers of RSE will work closely with key workers of students with an EHCP to ensure that the materials are accessible and suitable.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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

7. Use of external organisations and materials

Naturally, the list of source materials we use in is by no means exhaustive, but it does provide a good starting point for teachers. There are new resources being assessed all the time, and there may be other high quality resources available to teachers which have not been submitted for quality assurance. The resources we use will be reviewed and updated regularly by experienced and trained teachers to ensure that we use the most effective and current materials appropriate for our students.

We will make sure that when we consult parents/carers we provide some of the examples of the resources that the school plans to use.

Examples of quality assured resources we use at Graveney to teach RSE:

Resource
PSHE ASSOCIATION Guidance for teaching about consent in PSHE education
MEDWAY PUBLIC HEALTH: Secondary PSHE education - relationships and sex education.
NSPCC: Making Sense of Relationships
CEOP: Exploited
HOME OFFICE: Disrespect Nobody
WOMEN'S AID: Expect Respect
BROOK: Sexual Health Services Sexual health and wellbeing support for young people and professionals
DAHLIA PROJECT: FGM information support programme
NHS

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

We **will**:

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

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

Examples of external agencies we have worked with (RSE)
Women's Aid – workshops on domestic violence, coercive control and how to access support
Beyond Equality- Engage Men and Boys to rethink Masculinities, be part preventing Gender-Based Violence
NHS – Assemblies about HPV and the vaccine

8. Roles and responsibilities

8.1 The governing board

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

8.2 The principal

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all 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

Specialised and trained members of staff are responsible for

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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

All staff are responsible for:

- Modelling positive attitudes to RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Claire Pott.

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

We are committed to working with families. Families are invited to contact the school directly with any queries or concerns about a students' participation in RSE lessons. The resources used are also available on request and are usually available to view on pupils' Google Classroom.

According to Department for Education (DfE) statutory guidance 2019:

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

At Graveney the only lesson in the RSE scheme of work for Y7, 8, 9 and 10, which solely falls under "non statutory" sex and relationships education and doesn't appear in the science curriculum, is **one lesson** in the programme of study for each year group, which involves students asking anonymous questions (on a post-it note) about anything topic within the SRE unit. Trained teachers will respond to these questions in an age appropriate way so that any misconceptions may be cleared up.

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 any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

Please note that If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils, for example in the playground or walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere for example from friends, siblings or the internet. These sources of information can be misinformed or unreliable and can expose children to information which is not appropriate for their age.

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 the Deputy Head of inclusion through:

The regular school quality assurance processes including learning walks/lesson observations, book scrutinies, student voice, staff voice and feedback from external partners. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the governing body.

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

This policy will be reviewed by our Deputy Head teacher. At every review, the policy will be approved by the Curriculum Committee branch of the governing body annually.

Appendix 1: Curriculum map

PSHE curriculum map (RSE highlighted in pink)

Note- This is a working guide and within it lessons may change or move depending on updates to schemes of work and events both in and out of school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transition & relationships Transition to secondary Getting to know you Friendship Black History Month	**Well-being and risk** Bullying Drugs and Alcohol (inc. vaping) Mental Wellbeing Resilience and mindset ***Road safety sessions with S.A.M.E academy*** ***Road safety week?***	**Health, Relationships, our bodies** Healthy Lifestyle Personal hygiene Puberty & anatomy Consent Gender stereotypes ***Assembly:*** *sexual harassment*	**Thinking about the wider world (Citizenship)** Spending and budgeting Responsibilities of a citizen Human Rights ***March:*** *finance week tutorial programme*	**Global debates** Refugees/ asylum seekers Climate change and sustainability Global conflict/peace Migration	**Global debates** Global organisations Global rules, laws and liberties Global democracy **Project:** *speakers corner*
	Wellbeing & diversity Managing wellbeing (diet, exercise, lifestyle) Bias and stereotypes Black history month Active allyship Disability Neurodiversity	**Managing risk** Online safety (inc. sexting) Gambling Alcohol Vaping Grooming and exploitation (county lines) Body image	**Health, Relationships, our bodies** Puberty Menstruation and period poverty Gender and sexuality LGBT+ month	**Thinking about the wider world (Citizenship)** Local issues Local rules/democracy Local laws Local crime and courts	**National Debates** Local Liberties Local government and councils Local services Local transport ***First Aid sessions incl. how to deal with minor ailments***	**Project** The history of protest Active citizenship project
	Wellbeing and risk Mental health Resilience Unhealthy coping strategies (eating disorders/self-harm) Self-esteem and body image Black History Month	**Health and relationships** Gendered Violence Sexual harassment FGM Friendships and relationships Boundaries and assertive	**Health and relationships** Sexual identity Anatomy and consent Sex and risks Women's health Gillick Competence Masculinity	**Thinking about the wider world (Citizenship)** Exploring structural inequalities Stereotypes, prejudice, discrimination (media influence)	**Thinking about the wider world (Citizenship)** Being British British citizenship debate Democracy Elections and campaigning	**Thinking about the wider world (Citizenship)** Parliament The Criminal Justice System Knowing your rights

	Online extremism & radicalisation	communication Drugs and resisting peer pressure		Protected Characteristics ***Project***	Create your own political party	Stop and search Knife crime
	Mental health Mental Health conditions Thinking patterns and challenging negative thinking Seeking support Masculinity and the 'manosphere' (inc. incels)	**Health and relationships** Families Healthy Relationships (inc types) Abuse & Coercion Online relationships (laws, sexting, exploitation, AI) Revenge Porn	**Health and relationships** Pornography Sex and pleasure Beliefs, values and sex Virginity testing Consent Contraception & protection	**Health and relationships** Sexually transmitted infections HIV Fertility Pregnancy options	**Thinking about the wider world (Citizenship)** Financial Education Democracy Local V National govt. Political spectrum Law and justice Judicial system US politics ***Girls and women's health workshop***	**Thinking about the wider world (Citizenship)** Free Speech Conflict The WIndrush Generation Refugees debate South Asian History Month
	A series of drop down days prior to assessments Sessions will be determined by the needs of the year group			Exam preparation	Exam preparation	Exam preparation

	September to December Mental Health and Wellbeing Self Esteem Drugs and Alcohol First Aid Cancer Staying Safe	**January to March** Healthy relationships Abuse and coercion Gendered Violence Consent Safe Sex Self Advocacy at the doctors

Key Stage 3

Students in Years 7 – 9 have weekly PSHE lessons for half of the academic year in mixed ability teaching groups and then move onto Citizenship education.

The aim of the lessons is to produce successful, creative and happy learners who are socially responsible and understand their place within their local, national and global community. There is a strong focus on oracy, with plenty of opportunities for discussion within a safe environment of sensitive and challenging topics on Identity, Relationships, Healthy lifestyle, Risk, Diversity and Equality, Rights and Responsibilities, Change and Resilience, Power and Careers.

RSE within this Key Stage gives young people the information they need to help them develop healthy, nurturing relationships of all kinds. Students are supported to distinguish between healthy relationships and those that are distorted or harmful. They explore what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Key Stage 4

Year 10 have weekly PSHE lessons for half of the academic year and have Citizenship education for the other half of the year.

Activities are designed to foster character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. RSE within this Key Stage teaches young people to understand human sexuality and to respect themselves and others. Knowledge about safer sex and sexual health helps to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. They are also taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality

Year 11 PSHE is delivered through assemblies, dedicated tutor time and ‘drop down’ days where external speakers may be invited in. The focus is often on next steps, becoming more independent and healthy relationships, however, this can vary by year group and context.

Key Stage 5

Students in Year 12 have PSHE timetabled 12 weeks in the academic year. They continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. Students revisit and reinforce earlier learning through learning what 'connects' it to contexts that are relevant to this age group, such as the workplace. External speakers/groups are brought into assemblies to support students in preparing for life after school, be that at University or in apprenticeships, as well as in the different risks (for example becoming new drivers) that need to be identified and managed within this age group Students are given the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career. A key focus is supporting students with their emotional health and wellbeing, ensuring they continue to be provided with strategies for self-management and signposted to where to gain appropriate support and advice

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

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to wellbeing, and their importance for bringing up children ● Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony ● That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children ● That forced marriage and marriage 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
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 ● 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

TOPIC	PUPILS SHOULD KNOW
	● 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 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 ● 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 ● 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 ● 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
Online safety and awareness	● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues ● 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

TOPIC	PUPILS SHOULD KNOW
	● About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online ● That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime ● How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared ● What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online ● About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them ● That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons ● Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong ● That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice ● How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns ● That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. 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 ● 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 (for example, to enable targeted advertising) ● 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

TOPIC	PUPILS SHOULD KNOW
	● 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
Being safe	● How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent ● That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others ● How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed ● How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. 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 ● 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 or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting ● About concepts and laws relating to: o Sexual violence, including rape and sexual assault o 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 o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o Female genital mutilation (FGM), virginity testing and hymenoplasty

TOPIC	PUPILS SHOULD KNOW
	● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury ● That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death ● That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful ● 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 ● About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent ● 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/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) ● About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

TOPIC	PUPILS SHOULD KNOW
	● About 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 3: Parent/carer form requesting their child's 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/carer signature			

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