



Robert Bloomfield Academy

Relationships, Sex and Health Education Policy

Current Version	April 2026
Minor changes made	Clarity of sentence structure linked to training. Year 6 scheme rotated between Summer 1 and Summer 2 again due to support classes.
Significant changes made	New statutory RSHE guidance implemented. Updated definition in light of new guidance. Appendix 2a updated in-line with new statutory guidance. Appendix 2b updated in-line with new statutory guidance.
Ratified	
Validity	Annually
Next Review	April 2027
Author	R Curtis

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, 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
- Teach pupils to understand and respect the diverse nature of their community and the world around them.
- To provide children opportunities to learn from a variety of external organisations in order to increase the students' cultural capital
- To promote all of the above through inclusive high quality teaching and learning resources which encourages students to have excellent knowledge and understanding

2. Statutory requirements

At Robert Bloomfield Academy, we teach RSHE as set out in this policy.

For years 5 and 6, as an academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

The Statutory guidance comes from the Department of Education issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

It also complies with the Equality Act 2010.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

For years 7 and 8 as an academy school, we must provide RSHE to all pupils as per section 34 of the Children and Social work act 2017.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

They also make health education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details in the RSHE statutory guidance.

This guidance updates the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019.

Academies are included in this requirement.

3. Policy development

This policy has been updated in-line with the RSHE 2025 statutory guidance update.

We have consulted with parents and staff when making changes to this RSHE policy in April 2026. The review process has taken the format outlined below:

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

1. Review – SCY and EWH 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 and any interested parties were invited to review the draft policy and make comments using an online forum
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships both in person and online, sexual health, sexuality, healthy lifestyles, diversity, personal identity and Consent (permission seeking and giving at KS2).

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

In Y5, Y6 and Y7 in PSHE lessons, pupils are taught relationships education. In Y8 PSHE lessons, pupils are taught relationships and sex education.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

5. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSE

At KS2, pupils receive weekly PSHE lessons. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects (such as marriage) are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by trained health professional/s.

At KS2, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

At KS3, pupils receive weekly PSHE lesson, which include statutory RSE.

RSHE 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 RSHE curriculum, see Appendices 1, 2a and 2b.

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher and subject lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE at KS3 only (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE at KS3 only

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Due to the nature and organisation of the RBA, all staff may be expected to teach either PSHE at KS2 or KS3 depending on their role (e.g. form tutors) or their confidence in teaching the subject.

7.4 Pupils

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

8. Parents' right to withdraw

Parents of pupils in year 5 and 6 **do not** have the right to withdraw their children from relationships education.

Parents of pupils in year 7 and 8 have the right to withdraw their children from the non-statutory components of sex education within RSHE up to, and until, 3 terms before the child turns 16.

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

A copy of withdrawal requests will be placed on the pupil's educational record. The headteacher/subject lead will discuss the request with parents and take appropriate action.

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

In accordance with research conducted by the Sex Education Forum and National Children's Bureau (2019), 49% of girls and 46% of boys would like to receive the majority of their RSHE education from school and not from friends, media or the internet. However, the same survey revealed that young people actually receive the most RSHE from other sources.

9. Support at home

For the most effective RSHE to be delivered, home and school should work together as a partnership. Outlined in appendix 2a and 2b, is an outline of curriculum content and resources used. Please refer to appendix 4 where a list of resources that parents can use to support RSHE discussions at home, can be found.

10. Training

Staff are trained on the delivery of the RSHE curriculum as part our commitment to CPD.

The Headteacher/subject will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Robyn Curtis in the following ways:

- Asking staff for feedback on lessons and schemes of work, in order to assess their success
- Pupils will be asked for their evaluations on the RSHE curriculum
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- There is a link governor between the school and the governing body, who will meet with the subject lead to discuss the outcomes of the monitoring.

This policy will be reviewed by the Subject lead for PSHE annually.

12. Author & Date

Robyn Curtis
Subject lead for PSHE
April 2026

Appendix 1: Curriculum map

Relationships, Sex and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p>Mental Wellbeing:</p> <ul style="list-style-type: none"> Identify links between physical and mental health Making safe choices Identify when they or others might need help 	Resources from the PSHE Association
Year 5	Autumn 2	<p>Online safety:</p> <ul style="list-style-type: none"> Describe different types of hazards we can face online Comparing online and offline conversations Dangers of sharing online, including text messages 	'Keeping Safe and Happy online' – adapted resources from Share Aware resources (NSPCC Learning)
Year 5	Spring 1	<p>What can people do to keep their minds and bodies healthy?</p> <ul style="list-style-type: none"> Identify how to be healthy Understand how to be hygienic and follow hygiene routines Promote healthy habits 	Dangers of screen time for kids video and Why screen time for kids needs to be controlled video
Year 5	Summer 1	<p>Privacy Rights</p> <ul style="list-style-type: none"> Know which body parts should be kept private Identify who you can trust and ask for help 	'The Underwear and PANTS rule' from the NPSCC

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Exploring the different types of relationships • Identify what makes a positive, healthy relationship and how these relationships can change • Recognising when a relationship becomes unhealthy and recognising who can support/help 	
Year 5	Summer 1	<p>Body Business</p> <ul style="list-style-type: none"> • Understand what 'puberty' means • Identify stages of change and development • Identify physical and emotional changes that take place during puberty and how to manage them 	<p>Pupils have the chance to ask anonymous questions. Age appropriate answers are given by staff and where this is not possible, pupils are directed to have open conversations with an adult at home.</p> <p>BBC Operation Ouch! Don't panic about puberty</p>
Year 6	Autumn 2	<p>Healthy choices:</p> <ul style="list-style-type: none"> • Explain a range of ways to be healthy • Suggest ways to manage pressure to do unhealthy things • Recognise the importance of following hygiene routines • Explore medicines, vaccines and allergies 	
Year 6	Spring 1	<p>Managing Friendships:</p> <ul style="list-style-type: none"> • Explore how to deal with peer pressure • Explore our own emotions and manage these • Know who to and where to get help for myself and others 	Friendship Soup Recipe Video

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 2	<p>How can we manage risk?</p> <ul style="list-style-type: none"> • Revisiting privacy rights, online safety and relationships • Pupils' identify who their own trusted adults are 	Stranger Awareness for Kids
Year 6	Summer 1	<p>Changing Bodies</p> <ul style="list-style-type: none"> • Identify physical and emotional changes that take place during puberty and how to manage them • Understand the term 'body image' and how media/advertising can affect how people feel about their bodies • Recognise what having a 'positive body image' means 	<p>Pupils have the chance to ask anonymous questions. Age appropriate answers are given by staff and where this is not possible, pupils are directed to have open conversations with an adult at home.</p> <p>Always changing and growing up – girls and boys puberty education videos</p> <p>'Inside Puberty: What are the stages of puberty?' video.</p> <p>'Dove real beauty sketches – You're more beautiful than you think' video</p>
Year 6	Summer 2	<p>What makes a healthy and happy relationship?</p> <ul style="list-style-type: none"> • Identify different types of loving relationships • Describe why people may choose to get married or not • Explain the difference between marriage, civil partnership, arranged marriage and explain the term 'commitment' 	<p>'Love has no labels' video.</p> <p>'Healthy v Unhealthy Relationships' BBC Teach RSE KS2</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	<p>Healthy lifestyle and periods:</p> <ul style="list-style-type: none"> • Describe ways to promote physical and mental health • Identify how media/social media may influence my choices • Understand periods and period poverty • Share my views respectfully 	<p>Tips for starting a healthy lifestyle – video</p> <p>Personal Hygiene – Video</p> <p>Having a Healthy Lifestyle Ft. Scola Dondo - Video</p> <p>Under construction: Alcohol and Teenage brain – video</p> <p>Sleep – Video</p> <p>Online Stress – Video</p> <p>Every Mind Matters – website</p> <p>The 16 Year Old Tackling Period Poverty: Amazing Humans – video</p>
Year 7	Summer 1	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Evaluate the effects of puberty on an individual • Identify what healthy relationships looks like • Understand the importance of friendship as a basis for romantic relationships 	<p>DVD 'What's Happening To Me?' based on book by Peter Mayle</p> <p>YouTube episode from the series 'Ask Lara': 'Just Friends'</p> <p>YouTube episode from the series 'Ask Lara': 'Are we more than just friends?'</p>
Year 7	Summer 2	<p>Online relationships</p> <ul style="list-style-type: none"> • Identify the meaning and impact of bullying and cyberbullying • Know how to respond appropriately to bullying and cyberbullying • Know where to seek advice and support • How to use social media responsibly • Explain the importance of balance in online and offline activities 	<p>Resources from www.risebaove.org.uk</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	Friendships and peer pressure: <ul style="list-style-type: none"> • confidently evaluate and manage peer pressure – in person and online • understand that online behaviours may not reflect real life 	Childnet – website Back Me up – Video UK teen trappers, exploring county lines – up to 6.20 ONLY
Year 8	Spring 2	Wellbeing and Online Safety <ul style="list-style-type: none"> • identify healthy and unhealthy coping strategies • explore body image in a digital world • promote emotional wellbeing 	It's Cool, It's not Cool – video Police Versus Gangs in the Capital – video Safe Steps: Road Safety – Video 5 Tips to Avoid Pickpockets – video Run, Hide, Tell: Firearms and Weapons Attack – Video St Johns Ambulance Resources for Schools Every Mind Matters

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Evaluate the effects of puberty on an individual • Investigate the behaviours of healthy relationships • To recognise the effects of homophobia and suggest how we can combat it • Identify the work of the charity groups who stand up for an awareness of LGBT people and issues • Discuss ways of showing intimacy in different types of relationships (physical and emotional) • Consider responsibility and respect in relationships • UK laws about sex • Understand the importance of consent in relationships • Understand the consequences of actions • Define the symptoms, transmission and prevention of STIs • To consider the different methods of contraception and understand their effectiveness 	<p>Website for 'recognising abuse' https://www3.camden.gov.uk/notlove/</p> <p>YouTube clip 'Tea and Consent'</p> <p>Clip from NHS website – Types of contraception</p>

Appendix 2a: By the end of KS2, primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	<ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe	<ol style="list-style-type: none">1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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Appendix 2b: By the end of KS3 (years 7 and 8) school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships,	<ol style="list-style-type: none"> 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to

	<p>recognise misogyny and other forms of prejudice.</p> <p>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p> <p>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</p> <p>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.</p>
<p>Online and safety awareness</p>	<ol style="list-style-type: none"> 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

	<p>12. How information and data is generated, collected, shared and used online.</p> <p>13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).</p> <p>14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p> <p>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</p>
Being safe	<p>1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.</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>5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</p> <p>6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <p>9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p> <p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>12. The concepts and laws relating to forced marriage.</p> <p>13. 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</p>

perform or 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

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

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

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

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ol style="list-style-type: none"> 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: Parent form: withdrawal from sex education within RSE at KS3 only

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education at KS3 i.e. Years 7 and/or 8			
Any other information you would like the school to consider			
Parent signature			

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

Appendix 4: Resources for supporting RSE at home

As well as the material listed in the curriculum outline above in appendices 2a and 2b, some additional resources can be found at:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

RSE The Big Talk KS2

<https://www.bigtalkeducation.co.uk/school-relationship-sex-education-programmes/primary-rse-growing-up-safe-programme/>