



Thinking Schools Academy Trust
“Transforming Life Chances”



The Victory Academy
RSE Policy

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1 Aims

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

- Provide accurate, balanced and age-appropriate information
- 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
- Equip pupils to keep themselves and others safe, including online
- Promote positive attitudes towards health, including mental health and emotional wellbeing
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help support students as they move from being 'Victory Citizens' to citizens in the wider world displaying the values of Respect, Pride and Belief.

2. Statutory Requirements

The Victory Academy is committed to providing a high-quality, age-appropriate, inclusive and carefully sequenced programme of Relationships, Sex and Health Education (RSHE) that supports pupils to stay safe, healthy and well, to build positive relationships, and to make informed and ethical decisions as they grow into adulthood.

We believe RSHE is an essential part of our pupils' education and personal development. Our programme supports pupils to develop knowledge, understanding, language and skills in relation to:

- respectful and healthy relationships
- physical and mental health and wellbeing
- online safety and media literacy
- personal safety, consent and boundaries
- intimate and sexual relationships, including sexual health
- equality, dignity and respect.

This policy has been developed with regard to the Department for Education statutory guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education** (July 2025), which applies from September 2026. It also reflects our duties under relevant legislation and guidance, including but not limited to:

- We must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.
- 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 The Victory Academy we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – small working group made up of relevant staff to ensure it remained current, practical 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. All staff were consulted on the RSHE statutory guidance and the wider whole-school personal development programme to ensure a shared understanding of expectations, consistent implementation, and alignment with the school's ethos and curriculum priorities.
3. Parent/stakeholder consultation – Parents were informed of the proposed changes in a letter and directed to the website to complete an online survey on the policy and curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and sex education (RSE) is statutory, as is health education.

RSHE refers to the planned, developmental programme through which pupils learn about:

- families, friendships and other relationships
- respectful behaviour, equality and inclusion
- consent, boundaries and personal safety
- online relationships and online safety
- intimate and sexual relationships
- sexual health and reproductive health
- physical health, mental wellbeing and healthy lifestyles.

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

RSHE is not about the promotion of sexual activity.

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, considering the age, needs and feelings of pupils. High quality teaching that is differentiated and personalised will be the starting point

to ensure accessibility. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Victory Citizenship curriculum. Some aspects of the wider RSHE programme may also be taught through, science, computing, PE, assemblies, learning period 1, pastoral and enrichment.

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

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. 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 delivery of RSHE does include sensitive topics and will create a safe learning environment by:

- establishing and revisiting clear ground rules
- using respectful, factual and age-appropriate language
- encouraging questions in a managed way, including anonymous question boxes where appropriate
- by ensuring that safeguarding is at the centre of teaching all lessons.
- using distancing techniques and scenarios where helpful
- making it clear that no pupil will be expected to share personal experiences
- signposting pupils to trusted adults and support services.

Teaching will be participative where appropriate and will support pupils to think critically, reflect on values, practise communication skills and apply learning to real-life situations.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. Teaching will be sensitive, inclusive and respectful of pupils' lived experiences. In delivering this curriculum, staff will avoid reinforcing harmful stereotypes and will support pupils to express views respectfully.

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). Staff are aware that some pupils with SEND may be more vulnerable to bullying, exploitation, abuse or harmful sexual behaviour and may require more explicit teaching, repetition, adapted resources and additional support.

Our approach may include:

- differentiated planning and teaching
- adapted resources, visuals and structured language
- smaller steps and additional repetition
- pre-teaching or overlearning of key vocabulary and concepts
- additional adult support where needed
- close liaison with SEND staff, pastoral teams and families where appropriate.

All RSHE resources and lesson materials will be formally reviewed and quality assured prior to use by the school's designated team of teachers, led by the Academy Lead for Personal Development. This process ensures that materials are accurate, age-appropriate, inclusive, aligned with statutory guidance and the school's curriculum intent, and suitable for the needs of our pupils.

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.

While RSHE is not assessed in the same way as examined subjects, the school will evaluate pupil learning and the wider impact of the programme through a range of appropriate approaches, including formal assessments in line with the school's assessment policy, keyword quizzes, case studies, knowledge retrieval activities, pupil-led progress reflections, baseline and end-point tasks, scenario-based discussion, exit tickets, self and peer assessment, written responses, presentations, teacher observation of participation and understanding, pupil voice, work scrutiny where appropriate, staff feedback, learning walks or lesson visits, curriculum review, safeguarding, behaviour and pastoral data, and feedback from parents/carers. This information will be used to review curriculum sequencing and content, identify where pupils need further support, respond to emerging themes and local need, and improve the quality of teaching and resources.

It is important for 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 RSHE curriculum, see Appendices 1

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 deviation from our published policy in advance, and share any relevant materials on request.

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.

6.1 Inclusivity

We will teach about these topics in a manner that ensures that RSHE is inclusive, respectful and compliant with the Equality Act 2010:

- Be taught in a way that does not discriminate against pupils
- Promote equality, dignity and respect
- Include teaching about protected characteristics by the end of secondary education
- Challenge prejudice, discriminatory language, bullying and harassment
- Help pupils understand the law and the importance of respectful behaviour.
- 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

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

6.3 Responding to pupil's questions

Pupils' questions are welcomed in lessons and aim to answer them honestly, sensitively and in an age-appropriate way.

Staff will:

- answer questions in line with the planned curriculum and this policy
- use professional judgement to decide whether a question is appropriate to answer in a whole-class setting
- clarify misinformation where necessary
- avoid giving personal opinions or advice
- signpost pupils to trusted adults or support services where appropriate.

Where a question relates to content outside the curriculum, or to sex education from which a pupil has been withdrawn, staff may:

- respond in general terms
- say that the issue will be better discussed individually, at another time, or with a parent/carer or trusted adult
- signpost appropriate sources of support and information.

Staff will not promise confidentiality to pupils if a question or disclosure raises a safeguarding concern.

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 headteacher

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

Staff are responsible for:

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

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.

The Assistant Headteacher is responsible for Personal Development within the Academy and Academy Lead for Personal Development is responsible for developing and implementing the Victory Citizenship curriculum.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory and 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. Within the curriculum map there is only one lesson which falls under the non-statutory and non-science curriculum and that lesson is: Intimacy in personal relationships and is delivered during term 4 of year 11. The remainder of lessons in Victory Citizenship are statutory.

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 and take appropriate action. Following the meeting if it is still the parents wish to withdraw the student a request in writing stating which part of the programme the student should be excluded from will be necessary.

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 work 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 Mrs Anderson (Academy Lead for Personal Development), Laura Simperl (Assistant Headteacher) and Terri Hope (DSL) through regular learning walks of lessons and through the inclusion of Victory Citizenship as part of the Academy quality assurance (QA) programme.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Laura Simperl (Assistant Head Teacher) annually. At every review, the policy will be approved by the Academy Governing Body.

Appendix 1: Victory Citizenship Curriculum Map

| | <u>Year 7</u> | <u>Year 8</u> | <u>Year 9</u> | <u>Year 10</u> | <u>Year 11</u> |
|---------------|--|--|---|---|--|
| Term 1 | 1 Introduction to PSHE 2 Transition to secondary school 3 Talking about emotions 4 Growth Mindset 5 How to be mentally well 6 Dealing with worries 7 Managing Peer Pressure | 1 First Romantic Relationships 2 Resisting pressure 3 How to tell if someone is trustworthy or unsafe 4 Evaluating our impact on others 5 Public perception of ourselves and others 6 Positive relationships with ourself and others 7 Anti Social Behaviour | 1 Online Scams 2 Deep Fakes 3 AI Chatbots 4 Online Gambling 5 Impact of Gambling on mental health 6 Negative online content 7 The Impact of Digital Life on Mental Health | 1 Drinking alcohol safely inc spiking and methanol 2 Impact of alcohol on weight 3 Long term alcohol concerns 4 Misuse of prescribed and over the counter medicine 5 Cannabis Edibles 6 Snus / Nicotine Pouches 7 Illegal Party Drugs – Nitrous Oxide | 1 Reflecting on my career journey: past, present and future 2 What is the labour market and why is it important? 3 What type of career is best for me? 4 Researching volunteering and paid work 5 Working and earning: managing your money 6 Tax and National Insurance 7 Payslips and Methods of payments |
| Term 2 | 1 Characteristics of positive relationships 2 Differences of Opinion / Conflict 3 What is Conflict Resolution 4 Protected Characteristics 5 What is Tolerance 6 Bullying - what can we do 7 Skills to develop respectful relationships | 1 Abusive & Harmful Sexual Language 2 Social Media 3 Misuse of social media 4 Social Media Influencers 5 Sharing Nudes 6 Grooming 7 Assessment Window | 1 Drugs and the law 2 Consequences of taking illegal drugs 3 Other drug concerns 4 Vapes - illegal, synthetic and cannabis 5 Relationship of alcohol and illegal drugs on mental health 6 Quitting Smoking & Vaping 7 Healthy Coping Strategies | 1 Foreign Travel 2 Personal Safety - Festivals & Events 3 How can alcohol be dangerous 4 Impact of drugs and alcohol on sexual decisions 5 Body Enhancement & alteration 6 Self care for minor ailments & pharmacists 7 Blood, Organ & Stem Cell Donation | 1 Post 16 – Choices, Choices 2 Decision making: choosing your post-16 pathway 3 Money talks: apprenticeships vs. higher education 4 Applying for 6th Form or College 5 Personal branding: your CV and online profile 6 Creating your own CV 7 What makes an employer 'good' to work for? |
| Term 3 | 1 Puberty - Physical Changes 2 Puberty - Emotional Changes 3 Menstrual Health 4 Healthy Lifestyle 5 Personal Hygiene 6 Spread of germs 7 Dental and oral hygiene | 1 Fundamental British Values 2 Damaging Stereotypes - Racism 3 Damaging Stereotypes - Disability 4 Damaging Stereotypes - LGBTQ+ 5 Damaging Stereotypes - Sexism 6 Hate Crimes 7 Sexuality & Gender | 1 Illegal & Upsetting Content Online 2 Social Media & Conflict / Mob Mentality 3 Sharing Explicit Materials 4 Extremism Radicalisation & Grooming 5 Extremism, Radicalisation & Law 6 Incels 7 Online Misogyny | 1 Local healthcare systems and Gillick competence 2 Assessment Window 3 Assessment Window 4 Teenage Pregnancy and Choices 5 Abortion 6 Adoption | 1 Health & Wellbeing 2 Health Screening 3 Male Cancer 4 Female Cancer 5 Serious health conditions 6 Fertility & Menopause |
| Term 4 | 1 Consent and Personal Space 2 Vaccinations 3 Treatment for common injuries & ailments 4 Life Saving Skills First Aid 5 Defibrillators and CPR 6 Assessment Window | 1 Tolerance and Mutual Respect 2 The Importance of Trust 3 Exploring Identity and Diversity 4 Masculinity (being a great man) 5 Different types of relationships and contributions to wellbeing 6 Assessment Window | 1 Algorithms and Dangerous Subculture 2 Criminal exploitation (County Lines) 3 Grooming & Exploitation 4 Illegal online behaviours 5 Fighting & Violent Behaviour 6 Conflict & Violence - Stepping Away 7 Swearing & Bad Language | 1 Challenges of Parenthood 2 Marriage & Civil Partnerships 3 Respectful relationships: trust and intimacy 4 Online dating and relationships 5 Dealing with Rejection 6 Unacceptable communications and behaviours | 1 Gynaecological Health 2 Virginity testing & hymenoplasty 3 STI recap 4 Intimacy in Personal Relationships 5 Contraception Recap 6 Pornography inc suffocation & strangulation |
| Term 5 | 1 Assessment Window 2 Rights, responsibilities & opportunities online 3 Online Risks - how can I be safe online? 4 Managing Screen Time 5 Cyber Bullying - what are the effects? 6 Life online and the real world | 1 Social Connection for mental health 2 Characteristics of mental ill health 3 Anxiety - Where can I get help? 4 Suicide Prevention and awareness 5 Self Harm - How to prevent it 6 Healthy Coping Strategies | 1 Assessing Readiness for Sex 2 STIs inc PrEP & PEP for HIV 3 Contraception 4 Contraception demonstration 5 Sex and consent 6 Coercive control | 1 Sexual harassment & sexual violence 2 Types of sexual harassment 3 Concepts & law in relation to sexual violence 4 Obsessive behaviours and stalking 5 Domestic Abuse 6 Victim blaming | |
| Term 6 | 1 Harmful online behaviours 2 Identifying / managing risk 3 Safety in the home 4 Road Safety 5 Rail Safety 6 Water Safety 7 Summer Safety | 1 Relationship Breakdown & Divorce 2 Bereavement - Is what I am feeling OK? 3 Healthy Eating and consequences of a poor diet 4 Sleep - why is it important 5 What are the risks of obesity 6 How can I have positive body image 7 Assessment Window | 1 Pornography 2 Harmful sexual behaviour 3 Sexual exploitation 4 Sextortion 5 Assessment Window 6 Assessment Window | 1 Honour Based Violence 2 Preventing Modern Day Slavery 3 Forced Marriage 4 Misogyny 5 Campaigning against FGM 6 Inequalities of power within relationships | |

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

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| | <ul style="list-style-type: none"> • 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 • 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 | <ul style="list-style-type: none"> • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--|---|
| | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • 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 | <ul style="list-style-type: none"> • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|-------|---|
| | <ul style="list-style-type: none"> • 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 • 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 for withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent/carers | | 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 | | | |
| | | | |