KING EDWARD VI
SHELDON HEATH
ACADEMY

Relationship and Sex Education Policy

Responsible Board/Committee	SGB
Policy Type	Academy Policy
Policy Owner	S Powell
Statutory	Yes
Publish Online	Yes
Last review date	October 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	October 2027
SGB Approval Date	October 2026

Other relevant guidance and legislation

- See Section 3

Other relevant documents:

- PSRE policy

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1. Rationale

King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. Aims

The aim of Relationship and Sex Education (RSE) is to provide our students, with the information they need to help them develop healthy, nurturing relationships of all kinds. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what acceptable and unacceptable behaviour in relationships is.

RSE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes.

3. Statutory requirements

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

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

We also have regard to legal duties set out in:

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

At KESH we teach RSE as set out in this policy.

4. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school teaching staff were given the opportunity to look at the policy and make recommendations.

3. Parent/ carers consultation – the proposed policy was shared with all parents/carers, who were provided with the opportunity to raise any comments or questions.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification –the policy was shared with Governors and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

6. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

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

7. Delivery of RSE

RSE is taught within form time, complemented through assemblies and work around our core values. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RPE).

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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7.1 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.

7.2 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, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

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

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

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing board

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

9.2 The Principal

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

9.3 Staff

Staff are responsible for:

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

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

9.4 Pupils

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

10. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

11. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Principal 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.

12. Monitoring arrangements

The delivery of RSE is monitored by Sarah Powell, Assistant Vice Principal, through:

Planned scrutinises

Learning walks

Pupil Voice

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

This policy will be reviewed by Sarah Powell, Assistant Vice principal. At every review, the policy will be approved by the Governors Curriculum and Student Welfare Committee

Appendix 1: Curriculum map: Relationships and sex education curriculum map

The curriculum map and medium-term plans for all year groups can be accessed through the school website.

Threads	Community	Relationships	Online safety	Wellbeing	Growing up	No thread

KS3

		Autumn A - 7 Weeks		Autumn B - 8 weeks		Spring A - 5 weeks		Spring B - 5Weeks			Summer A - 5 weeks			Summer B - 7 weeks		
Yr 7	Introduction	Unit 1 Communities: How can we better understand and respect people with disabilities?	Unit 2 Healthy relationships: How can I build good relationships?	Unit 3 Power in relationships: How can we create positive relationships?	Unit 4 Media influence: How can I evaluate the truth online?	Unit 5 Our online lives: How do I report and find support for things I see online?		Unit 5 Our online lives: How do I report and find support for things I see online?	Unit 6 Staying safe and healthy: How do I maintain physical health?	Unit 7 Physical health: Why have a healthy diet?	Unit 7 Physical health: Why have a healthy diet?	Unit 8 Mental health: How can I talk about my feelings?		Unit 9 Risky substances: What do I need to know about tobacco and vaping?	Unit 10 Our changing bodies: What do I need to know about	
	Community/Belonging/Core values Protected Characteristics Behaviour for learning Reading/Behaviours PSHE values ground rules	1. Disability and impairment 2. Disability in modern Britain	3. Healthy Friendship 4. Making new friendships 5. The importance of new friendships 6. Changing Friendships	1. Types of positive relationships 2. Benefits of positive relationships 3. My role in positive relationships 4. Being happy in relationships	5. Fake news 6. Critical evaluation of the media 7. Why do people become influencers? 8. The impact of fake information	1. The impact of the online world 2. Harmful online content 3. Recognising when to report harmful online content 4. How to report concerns 5. What happens after reporting concerns		1. Being responsible for a safer online community	2. Groups and how to define them 3. Feeling yourself 4. Digital hygiene	5. Healthy diet	2. The importance of diet and exercise	1. Understanding my feelings 2. Describing my feelings 3. Listening skills 4. Managing conflict		1. Smoking and vaping 2. Why smoking and vaping are risky 3. The impact of smoking and vaping 4. Getting support to give up smoking or vaping	1. Menstrual health 2. Managing menstruation 3. Menstruation and my emotions	
Yr 8	Introduction	Unit 1 Communities: How do we respect people of different faiths?	Unit 2 Healthy relationships: Why should we prevent bullying?	Unit 3 Power in relationships: What do we need to know about the law?	Unit 4 Media influence: What's a healthy way to spend my time online?	Unit 4 Media influence: What's a healthy way to spend my time online?	Unit 5 Our online lives: How can I stay safe?	Unit 6 Physical health: Why stay active?	Unit 7 Mental health: How can I support my mental health?		Unit 7 Mental health: How can I support my mental health?	Unit 8 Staying safe and healthy: What do I need to know about minor	Unit 9 Risky substances: What do I need to know about	Unit 9 Risky substances: What do I need to know about alcohol?	Unit 10 Our changing bodies: What do I need to know about	Unit 11 Staying safe and healthy: Forced marriage, FGM, hymenoplasty &
	Community/Belonging/Core values Protected Characteristics Behaviour for learning Reading/Behaviours PSHE values ground rules	1. Faith and culture in modern Britain 2. Prejudice and discrimination of faith and culture 3. Making the world a more inclusive place, kindness in our community 4. Keeping safe in the community	5. Bullying 6. The impact of bully, and how to stop bully	1. Harmful sexual behaviour 2. Protecting myself online and seeking support 3. Supporting others through difficult times	4. How I spend my time online 5. Time online and sleep 6. Time online and body image 7. Time online and self-esteem 8. Time online and learning	1. Planning time online	2. Online bullying 3. Impact of online bullying 4. Responding to online bullying 5. Why people bully online	1. How to stay active 2. The benefits of an active lifestyle	1. How talking supports mental health 2. Self-esteem as mental health 3. Working with my feelings		1. Calming and relaxation techniques	2. Coughs, colds and flu 3. Rashes, bites, allergies and anaphylaxis 4. Stomach illness	5. Alcohol and the law	1. The effects of alcohol 2. Staying safe with alcohol	3. Changing emotions 4. Looking after ourselves during puberty	5. FGM 6. Hymenoplasty and virginity testing 7. Forced marriage
Yr 9	Introduction	Unit 1 Communities: How can we understand and respect different types of relationships?	Unit 2 Healthy relationships: How do relationships change?	Unit 3 Power in relationships: How can we keep safe?	Unit 4 Healthy intimate relationships: How can sex be safe?	Unit 4 Healthy intimate relationships: How can sex be safe?	Unit 5 Media influence: How can I look after myself?	Unit 5 Media influence: How can I look after myself?	Unit 6 Physical health: What's so important about sleep?	Unit 7 Risky substances: What do I need to know about illegal and prescription drugs?	Unit 7 Risky substances: What do I need to know about illegal and prescription drugs?	Unit 8 Staying safe and healthy: What do I need to know about basic first aid?		Unit 9 Our changing bodies: When might I need to seek support?	Unit 10 Staying safe: what do I need to know about knife crime?	
	Community/Belonging/Core values Protected Characteristics Behaviour for learning Reading/Behaviours PSHE values ground rules	1. LGBT people in modern British 2. Diversity and the law in modern Britain	3. Healthy romantic relationship 4. Long term relationships 5. Marriage (include marriage equality) 6. Civil partnerships	1. Power and consent 2. Exploitation 3. Sexual harassment	4. Healthy intimate relationships 5. Condoms 6. Contraceptive choices 7. Sex and other aspects of health 8. Sexually transmitted infections (STIs)	1. Human immunodeficiency virus (HIV)	2. Sharing personal information online 3. Pornography and healthy relationships 4. Online addictions 5. Online gambling	1. Traffic and harassment	2. The importance of quality sleep 3. Good sleep routines	4. Drugs and their risks 5. Stimulants	1. Depressants 2. Hallucinogens	3. Basic first aid: cuts, sores, bruises and sprains, and 4. Basic first aid: bites, stabbing and snake 5. Basic first aid: unconsciousness		1. Changes in puberty and where to seek help 2. Menstruation and how to source support 3. Menstruation and how sophie changes with age 4. Puberty and brain development	5. Knife crime 6. The law about knives and weapons 7. The consequences of knife crime	

KS4

		Unit 1 Communities: Why is respect, understanding and compassion important?	Unit 2 Healthy relationships: How do separation and change affect relationships?	Unit 3 Power in relationships: What does a healthy relationship feel like?	Unit 4 Healthy intimate relationships: What influences risky sexual behaviour?	Unit 5 Media influence: Is the internet a good influence in our lives?		Unit 6 Our online lives: How can being online impact my life?	Unit 7 Physical health: How can physical health affect others?	Unit 8 What are common types of mental health conditions?	Unit 8 What are common types of mental health conditions?	Unit 9 Staying safe and healthy: How can I check my body is healthy?
Yr 10	Introduction Community/Belonging/Core values Protected Characteristics Behaviour for learning Reading/Behaviours PSHE values ground rules	1. Rights and responsibilities in our community 2. Rights and responsibilities in the workplace 3. Support in our community	4. Separation and sudden change 5. Death, grief and loss 6. Grieving process	1. Healthy relationships 2. Recognising abuse and violence 3. How to protect myself and others	4. Unhealthy relationships 5. Consent 6. Safety, respect and trust in intimate relationships 7. Drugs and risky sexual behaviour 8. Alcohol and risky sexual behaviour	1. The impact of the internet on us 2. Online relationships 3. Seeking support online 4. Online data 5. Work, education and the internet		1. What healthy internet use looks like 2. Social media and mental health 3. Social media and communities 4. Social media and difference 5. Social media and conflict	1. Chronic illness 2. Organ and blood donation	3. Mental health conditions 4. Stress 5. Anxiety and OCD	1. Depression	2. Signs of health problems 3. Immunisation 4. Intimate health care 5. Safety in the sun 6. Water safety
Yr 11	Introduction Community/Belonging/Core values Protected Characteristics Behaviour for learning Reading/Behaviours PSHE values ground rules	Unit 1 Healthy relationships: What is good parenting?	Unit 2 Healthy intimate relationships: What are my choices in pregnancy?	Unit 2 continued Healthy intimate relationships: What are my choices in pregnancy?	Unit 3 Our online lives: How can I stay in control online?	Unit 4 Mental health: How might my mental health change?	Unit 5 Staying safe and healthy: How do I use the health care system?	Unit 5 Staying safe and healthy: How do I use the health care system?				
		1. Good parenting 2. Different Models of parenting 3. Child development 4. Where parent and carers can get support	5. Pregnancy 6. The fertility cycle	1. Unwanted conception 2. Healthy pregnancies 3. Unintended pregnancy 4. Abortion	5. Using my personal power online 6. Responding to online harassment 7. Financial security online 8. Online groups and radicalisation	1. Fluctuating mental health 2. Impacts of poor mental health 3. Biological influences on mental health 4. Support for mental health across our lifetime	5. Using destructive and deadly	1. Seeking mental health advice 2. Healthcare allies, drop-in centres and online services				

KS5

YR 12	Introduction	Unit 1 Relationships: Relationship values and consent	Unit 2 Wellbeing: Healthy lifestyles and mental health	Unit 3 Our online lives	Unit 4 Mental Health: Positive welling	Unit 5 Realtionships: Bullying abuse and discrimination	Community: Riks, personal safety and drugs
	Community Belonging Core values Protected Characteristics	1. Types of Relationships 2. Healthy Relationship Values 3. Prejudice and Discrimination 4. General, sexual Harrass and exploitation 5. General around the world 6. Police investigation of sexual assault 7. Violence against Women	1. Cancer and quitting alcohol 2. Vaccines and Immunisation 3. recognising Illness 4. Healthy diet on a budget 5. Balancing work life 6. Supporting others 7. Anorixia, Depression and Eating disorders 8. Maintaining Positive mental health	1. Managing Online safety and privacy 2. Online reputation 3. Importance of networking and Linkedin 4. Media literacy and digital resilience 5. Critical Media literacy skills	1. Dealing with depression 2. Stress and performance 3. Dealing with anxiety 4. Resilience and growing up 5.Sleep hygiene and mental health	1. Gaslighting and emotional abuse 2. Coercive and controlling behaviour 3. Sharia Law and HBV 4. Non consensual and stalking 5.De-Escalating oppressive situations	1. Getting home safely 2. Going abroad and safety 3. The importance of Basic First Aid 4. The police, organised crime and gangs 5. Alcohol and Driving theroritor 6.Drugs, alcohol and work 7. Drunkness, Drink spiking and Drink drivers
Yr 13	Introduction	Unit 1 Relationships: The importance of forming respectful relationships	Unit 2 Wellbeing: Sexual health and self concept	Unit 3 Our online lives and influences	Unit 4 Relationships: Contraception and Parenthood		
	Community Belonging Core values Protected Characteristics	1. The importance of building a relationship 2. The importance of friends and family 3. Online dating and personal safety 4. Exploring emotional intimacy 5. Avoiding toxic friendships 6. Power differences in relationships 7. Breaking up Relationships	1. Managing life phases 2. body image 3. Appearance Vs reality 4. Body modification 5. Revisiting STI's 6. Importance of Sexual Health 7. Sexual health Misconceptions 8. Prostitution paying for sex	1. Digital footprint 2. Body image 3. Fake news 4. Online dating and personal safety 5. Extremism and radicalisation	1. Route to Parenthood 2. Unintended pregnancies and options 3. Fertility and what impacts it 4. Pregnancy, motherhood and employment 5. Miscarriage and abortion 6. Consent and boundaries 7. Revisiting Contraception		

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

Families

Curriculum content:

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.[8]
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

Curriculum content:

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 recognise misogyny and other forms of prejudice.
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.
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.
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.

Online safety and awareness

Curriculum content:

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.[9]
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.
12. How information and data is generated, collected, shared and used online.
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).
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.
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.

Being Safe

Curriculum content:

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.
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.
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.
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.
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.
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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
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.
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.[10]
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
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 perform or

assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

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.

Intimate and sexual relationships, including sexual health

Curriculum content:

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.

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.[11]
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom