

Mark Rutherford School



RELATIONSHIP AND SEX EDUCATION DRAFT POLICY

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| Policy review date: | October 2026 |

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1. Introduction, vision and school values

Mark Rutherford School’s RSE policy is designed to support the school vision and values it upholds.

1.1 Whole School Vision

We believe that every child is unique. Our aim is to set high expectations and provide a broad and balanced curriculum. Our students will have personalised learning experiences that will enable them to be healthy, stay safe, enjoy and achieve, make positive contributions and to achieve economic well-being. We provide students with opportunities and experiences to succeed both socially and academically. Education is seen in its broadest sense and as a lifelong experience.

1.2 Personal Development Vision

Our school, in partnership with parents/carers, has a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. Our personal development provision empowers our students to deal with the real-life issues affecting them, their families and communities. We aim to ensure

our students develop resilience in the social, health and economic realities of their lives so that they are equipped to thrive in their relationships and careers. We provide them with different opportunities outside of their academic curriculum to support our students to be healthy (mentally and physically) and safe, including online.

1.3 School Values

At Mark Rutherford we are: Motivated, Respectful and Successful. Below are the positive behaviours that we expect of all our students.

Motivated

- To be organised
- To be an inquisitive learner
- To be resilient
- To be ambitious

Respectful

- To respect yourself
- To respect others
- To respect our school

Successful

- To be a positive role model
- To achieve to the best of your ability
- To represent the school
- To be prepared for life beyond Mark Rutherford

2. 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.

3. Aims of relationship and sex education

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

- Provide a framework in which sensitive discussions can take place
- Create an atmosphere of trust and confidence where opinions and views can be freely shared and explored.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Provide students with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, supportive and enquiring ethos around issues of difference such as gender, sexuality, race, religion and ethnicity, enabling students
- To respect similarities and differences between all people in our school community and the wider world
- Promote enjoyment of safe relationships based upon mutual trust, respect, consent and free from abuse.
- Teach students the correct anatomical vocabulary to describe the human body
- Enable students to embrace the challenges of creating a happy and successful adult life
- Signpost students to reliable and appropriate support, making sure they know how to access the support.

4. Statutory requirements

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Mark Rutherford School we teach RSE as set out in this policy.

5. 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 staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Roles and responsibilities

6.1 The Governing Board

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

The Governing Board are responsible for ensuring all students at Mark Rutherford:

- Make progress in achieving the expected educational outcomes.
- Benefit from a curriculum that is well-led, effectively managed and well planned.
- Receive teaching that is delivered in ways that are accessible to all pupils with SEND.

6.2 The Headteacher

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring parents are fully informed of this policy.
- Ensuring that RSE and health education is taught consistently across the school.
- Ensuring all staff are suitably trained to deliver the subjects.
- Sharing resources and materials with parents and carers.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Reviewing requests to withdraw pupils from non-statutory components of RSE (see section 9)
- Encouraging parents to be involved in consultations regarding the school's RSE curriculum.

6.3 The PSHE Subject Leader

The PSHE Leader, Clare Purcell, is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues and other subject leaders in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

6.4 Subject Teachers

Subject teachers 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) [insert DSL name here]

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 Leader of PSHE or the headteacher.

6.5 SENCO

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Teaching Assistants (TAs) in order to meet pupils' individual needs

6.6 Pupils

Pupils are responsible for:

- Engage fully in RSE and, when discussing issues related to RSE.
- Treating others with respect and sensitivity when exploring issues and topics explored through RSE.
- Adhering to the PSHE ground rules in RSE lessons.

7. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary. It is guided by the PSHE Association's Programme of Study for KS3, 4 and 5 and is a sequenced, spiral programme that builds on prior learning as pupils progress through school.

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

We will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area. We will also consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

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

8. Delivery of RSE

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

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 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 programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

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).

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.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any 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.

8.1 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

8.2 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.

9. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible in relation to GDPR.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, and that if a disclosure is made, the DSL will be alerted immediately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled. This includes the process for when they have a concern about a peer.

10. Assessment

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities.

To assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before.

Assessment refers to gauging what has been learned and what still needs to be learned. At the start of every unit of work a baseline assessment will be carried out to gauge students individual starting points and an end of unit assessment is carried out to assess progress.

Assessment in PSHE will:

- Provide students with the opportunity to reflect on their learning and how it relates directly to their individual identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- Enable teachers to identify that learning has taken place, demonstrate progress, and identify future learning needs.
- Increased students' awareness of their own progress and development and illustrate the value of their learning.

There are no formal assessments for RSE and health education. A combination of teacher assessment and pupil self and peer assessment will be used to gauge progress. Progress will be captured using the following activities:

- Questionnaires
- Quizzes
- Discussion and verbal feedback
- Whole Class feedback
- Individual feedback
- Mind-maps
- Points on a scale / Continuums
- Written reflection tasks

11. 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

12. Parents right to withdrawal

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Leader of PSHE, Clare Purcell.

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

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

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

13. Staff training

Training will be provided to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum and is included in our continuing professional development calendar.

Training will be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

We will also invite carefully selected visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Monitoring arrangements

The delivery of RSE is monitored by Clare Purcell, Leader of PSHE, through:

- Learning walks
- Staff, student and parental feedback
- Monitoring of PSHE booklets

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

This policy will be reviewed by Mrs Purcell, Leader of PSHE every two years. At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME In this unit students will learn: | Resources |
|------------|--------|---|--|
| Year 7 | Autumn | <p>Equality and Diversity</p> <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online and how to support others | <ul style="list-style-type: none"> • PSHE Association • NSPCC • The Diana Award • Equality and Human Rights Commission • Childnet • BBFC |
| Year 7 | Summer | <p>Health and Puberty</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support | <ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships |
| Year 7 | Summer | <p>Building Relationships</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent | <ul style="list-style-type: none"> • PSHE Association • NSPCC Talk Relationships |
| Year 8 | Spring | <p>Community and belonging</p> <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge discrimination in all its forms, including: racism, religious discrimination, | <ul style="list-style-type: none"> • PSHE Association • Equality and Human Right Commission • Dove Confident Me • Diana Award |

| YEAR GROUP | TERM | TOPIC/THEME In this unit students will learn: | Resources |
|------------|--------|--|--|
| | | <p>disability, discrimination, sexism, misogyny, misandry, homophobia, biphobia and transphobia</p> <ul style="list-style-type: none"> • Bias, stereotypes and protected characteristics • Values and constructive disagreement | |
| Year 8 | Summer | <p>Identity and Relationships</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill | <ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships • Revealing Reality – Not just flirting |
| Year 9 | Summer | <p>Respectful Relationships</p> <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services | <ul style="list-style-type: none"> • PSHE Association • NSPCC Talk Relationships • CRESST Curious about Conflict • Terrence Higgins Trust |
| Year 9 | Summer | <p>Intimate Relationships</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or | <ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships • CEOPS • NHS Direct • Disrespect NoBody – DfE • Terrence Higgins Trust |

| YEAR GROUP | TERM | TOPIC/THEME In this unit students will learn: | Resources |
|------------|--------|---|--|
| | | <ul style="list-style-type: none"> passing on sexual images how to secure personal information online | |
| Year 10 | Spring | <p>Belonging and addressing extremism</p> <ul style="list-style-type: none"> about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation | <ul style="list-style-type: none"> PSHE Association Equality and Human Rights Commission NSPCC |
| Year 10 | Summer | <p>Healthy Relationships</p> <ul style="list-style-type: none"> about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy | <ul style="list-style-type: none"> Medway Public Health Directorate PSHE Association NSPCC Talk Relationships |
| Year 11 | Autumn | <p>Communication in Relationships</p> <ul style="list-style-type: none"> about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs how to handle unwanted attention, including online how to challenge harassment and stalking, including online about various forms of relationship abuse about unhealthy, exploitative and abusive relationships how to access support in abusive relationships and how to | <ul style="list-style-type: none"> PSHE Association Some things not Right – DfE Alice Ruggles Trust |

| YEAR GROUP | TERM | TOPIC/THEME In this unit students will learn: | Resources |
|------------|--------|---|--|
| | | overcome challenges in seeking support | |
| Year 12 | Spring | Diversity and Inclusion <ul style="list-style-type: none"> • how to communicate personal values in different types of relationships • strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • to celebrate cultural diversity and promote inclusion • about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate • how to safely challenge prejudice and discrimination, including online • about extremism and radicalisation, how to reduce the risks and when, where and how to seek help | <ul style="list-style-type: none"> • PSHE Association • Equality and Human Rights Commission |
| Year 12 | Summer | Respectful Relationships <ul style="list-style-type: none"> • how to seek and assertively give, not give or withdraw consent, in all contexts • about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • how to identify the signs of abuse, exploitation and assault or rape • where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to recognise manipulation and coercion and manage negative influence and persuasion • exit strategies for unhealthy relationships • about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help • exit strategies for pressurised or dangerous situations | PSHE Association |
| Year 13 | Spring | Intimate Relationships | PSHE Association |

| YEAR GROUP | TERM | TOPIC/THEME In this unit students will learn: | Resources |
|------------|--------|--|------------------|
| | | <ul style="list-style-type: none"> • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent • how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner • about sexual health services, locally, nationally and online, and how to access and use them • to recognise how fertility changes over time and evaluate the implications of this • about the advantages of delaying conception • about unintended pregnancy and young parenthood • about the pathways available in the event of an unintended conception • how to access appropriate advice and support in relation to pregnancy, including miscarriage | |
| Year 13 | Spring | <p>Building and maintaining relationships</p> <ul style="list-style-type: none"> • how to manage mature friendships, including making friends in new places • strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time • about personal safety in new relationships, including online • how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust' • about relationship challenges and how to manage the ending of relationships safely and respectfully, including online • how to assertively communicate and negotiate boundaries in relationships • about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries • how to manage strong emotions, communicate constructively and negotiate difficulties • strategies to recognise, de-escalate and exit aggressive social situations • how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon | PSHE Association |

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

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

| 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 implications including that they carry legal rights, benefits and protections that are not available to couples who have not, 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 for their 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 divorce • The roles and responsibilities of parents with respect to raising children, including the characteristics of effective 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 there is physical 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. Pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared 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 strangers. Pupils should understand the legal rights and responsibilities regarding equality, and diversity • The importance of self-esteem, independence and having a positive relationship with oneself, and developing healthy relationships with others. This includes developing one’s own interests, hobbies, friendships and understanding 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, including 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 those involved and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that can arise, such as disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that consent is an ongoing process and involves kindness, care and attention to the needs and vulnerabilities of the other person, and the power dynamics. Pupils should understand that just because someone says ‘yes’ to doing something it does not mean they are okay |

| TOPIC | PUPILS SHOULD KNOW |
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| | <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, ethnicity, sexual orientation, disability, age, cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • How inequalities of power can impact behaviour within relationships, including sexual relationships. How those who are disempowered can feel they are not entitled to be treated with respect by others or how those who are more powerful might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising sexual violence, disempowering some people, especially women, to feel a sense of autonomy over their own bodies and a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual harassment sub-culture of ‘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 online • About online risks, including that any material they provide provides to another has the potential to be shared. The difficulty of removing potentially compromising material placed online. They should also understand the risks of 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 share material with others. Pupils should understand that any material provided online might be circulated, and that it is difficult to control where it ends up. Pupils should understand the serious risks of sending material to others and the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and that some have been created with AI. They should also know that social media users may say things in moderation that they would not say in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if they have consented, and even if the photo was created by that child and/or using AI). That there are laws against acquiring or generating these images. That sharing indecent images of people over 18 without their consent is a crime • How to seek support. They should also understand that they will not be in trouble for asking for help 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 online, including images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used to spread misinformation and the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including hate speech, misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that social media can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and harmful • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for support • How to identify when technology and social media is used as part of bullying, harassment, stalking, sexual harassment 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 relationships. That this can affect how people behave towards sexual partners. That this can affect people who see pornography and those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes towards those who see it |

| TOPIC | PUPILS SHOULD KNOW |
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| | <ul style="list-style-type: none"> • 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 information (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or other information can be used to the detriment of the person or wider society. About risks of sextortion or sextortion 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 providing harmful advice. That it is important to be able to critically think about new types of technology and how they pose a risk |
| Being safe | <ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in digital contexts, including online) and early sexual relationships that might involve kissing or touching. That consent requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships. About sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, honest and reliable (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns • How to increase their personal safety in public spaces, including when socialising with friends, family or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are always ways to stay safe, and that this does not mean they will be blamed if they are victims of harmful behaviour. About trusting their instincts when something doesn't feel right, and they should understand that in some situations people may have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable and wrong for the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and sharing images or videos without consent, public sexual harassment, pressuring other people to do sexual things, and using technology • 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. That it also includes other forms of concerning behaviour like using age-inappropriate sexual language or images ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic and psychological threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and modern slavery ○ 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 • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) can be fatal, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never do. That it can be emotionally and/or physically harmful |

| TOPIC | PUPILS SHOULD KNOW |
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| | <ul style="list-style-type: none"> • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour of others, including information on where to report abuse and where to seek medical attention |
| <p>Intimate and sexual relationships, including sexual health</p> | <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 • The law about the age of consent, that they have a choice about whether to have sex, that marriage is not a requirement for sex 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 they have previously consented, and considerations that people might take into account prior to sexual activity, such as the law, the safety of themselves 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 and negatively, including 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 signposting towards medically accurate online information about sexual and reproductive health and family planning • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate information about 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 to prevent STIs (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and where to access them. The importance of, and facts about, regular testing and the role of serostatus • About the prevalence of STIs, the short and long-term impact they can have on those who contract them • 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 • How to counter misinformation, including signposting towards medically accurate information and confidential sexual and reproductive health advice and treatment |

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

TO BE COMPLETED BY PARENTS/CARERS

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| Name of child | | Class | |
|---------------|--|-------|--|

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|----------------------|--|------|--|
| Name of parent/carer | | Date | |
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Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

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| Parent signature | |
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TO BE COMPLETED BY THE SCHOOL

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| Agreed actions from discussion | |
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TO BE COMPLETED BY THE SCHOOL

with
parents/carers

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|------------------------|--|
| with parents/carers | |
| | |