

RELATIONSHIPS AND SEX EDUCATION POLICY

2026 - 2028

Author:	Assistant Headteacher
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Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

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

At The Charter School North Dulwich we teach RSE as set out in this policy.

Policy development

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

1. Review – The Subject Lead for PSHE, SMSC and British Values is responsible for collation of information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to 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.

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.

Curriculum

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Curriculum Intent

Every student is entitled to an empowering space, safe for them to develop as individuals. PSHE lies at the heart of this development. The PSHE curriculum is designed to provide students with the knowledge to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. This concept of healthy relationships is established and assessed throughout the curriculum, whether that falls under the 'Health and Wellbeing' unit (such as a healthy relationship with food), the 'Living in the Wider World' unit (such as building healthy connections with others in your community) or the 'Relationships and Sex Education' unit (such as how to spot a coercive and damaging relationship). The PSHE curriculum is delivered through timetabled lessons, tailored drop-down sessions and weekly tutor time sessions and all aspects of the curriculum are specifically created with an increasing depth of knowledge for each of the key stages. Local health data also provides justification for the inclusion of key parts of the curriculum and the knowledge that will help build the foundations for healthy, happy lives regardless of our students' starting points or personal circumstances. Staff therefore deliver a meaningful and targeted PSHE curriculum that supports the needs of all students at The Charter School North Dulwich as they aspire to greatness and success in life.

The PSHE curriculum supports students in a world full of change. The Covid-19 pandemic and its implications for students has meant that there is a need for greater understanding of mental wellbeing, financial literacy and the importance of healthy personal relationships. A purposeful and well-developed PSHE curriculum allows students the knowledge to engage in the 21st Century world.

Delivery of RSE

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS).

RSE will be taught by staff confident in delivering these sessions to students in Year 9 Key Stage 4 and 5.

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 ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Accessibility for pupils with Special Educational Needs (SEN).

The PSHE curriculum is adapted for SEN students by breaking learning into smaller, manageable steps and using clear, accessible language supported by visual aids, symbol systems, or practical examples. This is reinforced by having clear ground rules at the start of each lesson which all students are familiar with. Teachers tailor content to support all students' communication and social-emotional needs. This might include using real-life applications. PSHE and RSE topics—like relationships, safety, health, and emotional regulation—are relevant, meaningful, and appropriate for each student's developmental stage.

Sex education for students with SEN are tailored by focusing on clarity, safety, and developmental appropriateness. Concepts are broken down into simple, concrete steps and taught using clear language, visual support, social stories, and role-play to help students grasp boundaries, consent, and healthy relationships. Repetition, overlearning, and regular revisiting of topics to strengthen retention within a spiral curriculum. For students with communication or sensory needs, teachers may work with speech and language therapists or occupational therapists to adapt materials and delivery. Crucially, lessons are designed to promote independence, self-advocacy, and safeguarding, ensuring every student receives information in a way that is respectful, accessible, and responsive to their individual needs.

Raising awareness of SEN and disability rights within the curriculum is essential because it helps create a more inclusive, respectful school culture where all students feel valued and understood. Teaching about disability rights empowers students with SEN by ensuring they know their entitlements, how to self-advocate, and how to recognize when their needs are not met. It also promotes empathy and reduces stigma among peers, helping to challenge misconceptions and encourage supportive relationships. Including lessons on ableism is a key part of this: students learn how societal attitudes, language, and structures can disadvantage disabled people, and they explore ways to challenge discrimination and promote equality. By embedding these topics into PSHE or wider curriculum work, schools foster a community that recognizes diversity as a strength and actively works toward fairness and inclusion for all learners.

Roles and responsibilities

The Trust Board

The Trust Board will ensure that all its schools have an RSE policy in place and that this is made available to parents.

The Local Governing Body (LGB)

The LGB will approve the school's RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

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 non-statutory/non-science components of RSE.

Timetabled PSHE teaching staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. RSE is taught by all staff with responsibility for delivering PSHE, including tutors, and the specific staff member may vary as per the requirements of the school timetable.

Pupils

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

Parents' right to withdraw.

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

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

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

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

Parents and carers are welcome to access any of the resources used in our lessons, and these can be shared upon request—please email Ms O'Brien (mobrien@charternorthdulwich.org.uk) or Ms Owen-Smith (mowen-smith@charternorthdulwich.org.uk) if you would like copies of any materials delivered to students. Maintaining transparency with families is extremely important, as it ensures parents feel fully informed about what their children are

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learning and can continue supportive conversations at home. By keeping communication open and providing access to resources, we build trust and work in partnership to promote students' safety, wellbeing, and understanding.

Training

PSHE teaching staff are trained on the delivery of RSE as part of their PSHE induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. All PSHE teachers also receive training from the head of PSHE, alongside being provided with a PSHE teacher toolkit.

Monitoring arrangements

The delivery of RSE is monitored by the Deputy Headteacher through:

- Monitoring of resources and programme materials
- Monitoring of staff training and development
- Learning walks and observations of RSE lessons

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

This policy will be reviewed by the Deputy Headteacher on an annual basis. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

	Term One	Term Two	Term Three
Y7	<p>Curriculum Lessons (1 hour per fortnight) Relationships and Sex Education Key Learning:</p> <ul style="list-style-type: none"> • Consent and Privacy • Sexual awareness • Identifying and challenging banter • Bereavement • What does it mean to be a British Citizen? • Radicalisation and Extremism • Radicalisation and Extremism (p2) <p>Assessment: Understanding Healthy Relationships</p>	<p>Curriculum Lessons (1 hour per fortnight) Living in the Wider World Key Learning:</p> <ul style="list-style-type: none"> • Identity and similarities • Identity and difference • What is a community? • First aid in the community • Fire safety • Personal safety and healthcare services <p>Assessment: What does it mean to be a Global Citizen?</p>	<p>Curriculum Lessons (1 hour per fortnight) Healthy Lifestyles Key Learning:</p> <ul style="list-style-type: none"> • Personal Hygiene • Eating and Sleep • The dangers of smoking • Reproductive Systems • Body Image and Self Care • Bodily Changes in Puberty • Introduction to Periods <p>Assessment: Taking Ownership of Your Health</p>
	<p>Tutor Time {20 mins per week} Being Me in My World</p> <ul style="list-style-type: none"> • Unique Me, differences & conflict • My influences • Peer pressure • Online safety • Sexting • Consequences • Online legislation <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Bullying • Prejudice & discrimination • Equality Act • Bystanders • Stereotyping • Challenging negative behaviour and attitudes 	<p>Tutor Time {20 mins per week} Dreams and Goals</p> <ul style="list-style-type: none"> • Celebrating success • Identifying goals • Employment • Learning from mistakes • Overcoming challenges • Planning skills • Safe & unsafe choices • Substances • Gangs • Exploitation • Emergency first aid <p>Healthy Me</p> <ul style="list-style-type: none"> • Stress and anxiety • Managing mental health • Physical activity and mental health 	<p>Tutor Time {20 mins per week} Relationships</p> <ul style="list-style-type: none"> • Characteristics of healthy relationships • Healthy romantic relationships • Consent • Relationships and change • Emotions within friendships • Being discerning • Assertiveness • Sexting <p>Changing Me</p> <ul style="list-style-type: none"> • Puberty changes • FGM • Breast flattening/ironing • Responsibilities of parenthood • Types of committed relationships • Happiness and intimate relationships

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	Term One	Term Two	Term Three
Y8	<p>Curriculum Lessons (1 hour per fortnight) Relationships and Sex Education Key Learning:</p> <ul style="list-style-type: none"> • Physical intimacy • Consent • Contraception and STIs • The dangers of pornography • Relationships and intimacy online • Family relationships <p>Assessment: Understanding Healthy Relationships</p>	<p>Curriculum Lessons (1 hour per fortnight) Living in the Wider World Key Learning:</p> <ul style="list-style-type: none"> • Knowing your rights • Online harm, Fake news and misinformation • Online grooming and self esteem • Media influence on body image • Media influence and pornography • Female Genital Mutilation • Forced marriage <p>Assessment: Understanding Levels of Connection</p>	<p>Curriculum Lessons (1 hour per fortnight) Healthy Lifestyles Key Learning:</p> <ul style="list-style-type: none"> • Vaping, Nicotine and Addiction • Substance misuse • Teen Pregnancy and Parenting • Mental Health and Anxiety • Mental Health and Depression • Emotional Literacy and Self Awareness • Self-Confidence and Goals <p>Assessment: Understanding Health for Success</p>
	<p>Tutor Time (20 mins per week) Being Me in My World</p> <ul style="list-style-type: none"> • Self-identity • Family and identity • Stereotypes • Personal beliefs and judgements • Managing expectations • First impressions • Respect for the beliefs of others • Active listening <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Positive change made by others • How positive behaviour affects feelings of wellbeing 	<p>Tutor Time (20 mins per week) Dreams and Goals</p> <ul style="list-style-type: none"> • Long-term goals • Skills • Qualifications • Careers • Money and happiness • Ethics and mental wellbeing • Budgeting • Variation in income • Positive and negative impact of money • Online legal responsibilities • Gambling issues <p>Healthy Me</p> <ul style="list-style-type: none"> • Long-term physical health 	<p>Tutor Time (20 mins per week) Relationships</p> <ul style="list-style-type: none"> • Positive relationship with self • Social media and relationship with self • Negative self-talk • Managing a range of relationships • Personal space • Online etiquette • Online privacy and personal safety • Coercion • Unhealthy balance of power in relationships • Sources of support <p>Changing Me</p> <ul style="list-style-type: none"> • Types of close intimate relationships • Physical attraction

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	<ul style="list-style-type: none"> • Social injustice • Inequality • Community and cohesion and support • Multi-culturalism • Race and religion • Prejudice • Homophobic bullying 	<ul style="list-style-type: none"> • Responsibility for own health • Dental health • Stress triggers • Substances and mood • Legislation associated with substances • Exploitation and substances • Medicine • Vaccinations • Immunisation • Blood donation 	<ul style="list-style-type: none"> • Legal status of relationships • Behaviours in healthy and unhealthy romantic relationships • Pornography • Sexuality • Alcohol and risky behaviour
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	Term One	Term Two	Term Three
Y9	<p>Curriculum Lessons (1 hour per fortnight) Relationships and Sex Education Key Learning:</p> <ul style="list-style-type: none"> • Consent • Developing sexuality and readiness for sex • Sexual Violence (p1) • Sexual Violence (p2) • Sexual Violence (p3) • Contraceptive Methods • Sexual Health and STIs and Assessment <p>Assessment: Understanding Healthy Relationships</p>	<p>Curriculum Lessons (1 hour per fortnight) Living in the Wider World Key Learning:</p> <ul style="list-style-type: none"> • Dealing with change in life • Managing peer pressure • Peer pressure, exploitation and knife crime • Online Safety – scams and gambling • Forms of discrimination and allyship • Understanding racism • Gang Affiliation <p>Assessment: Understanding Levels of Connection</p>	<p>Curriculum Lessons (1 hour per fortnight) Healthy Lifestyles Key Learning:</p> <ul style="list-style-type: none"> • Positive relationship with body • Beauty Standards • Body changes through puberty • Menstrual and Gynaecological health • Preventing cancer and heart disease • Managing mental health and self-harm • Drugs and HIV prevention <p>Assessment: Understanding Health for Success</p>
	<p>Tutor Time (20 mins per week)</p> <ul style="list-style-type: none"> • Being Me in My World • Perceptions about intimate relationships • Consent • Sexual exploitation • Peer approval • Grooming • Radicalisation • County lines • Risky experimentation 	<p>Tutor Time (20 mins per week)</p> <ul style="list-style-type: none"> • Dreams and Goals • Personal strengths • Health goals • SMART planning • Links between body image and mental health • Non-financial dreams and goals • Mental health and ill health • Media manipulation 	<p>Tutor Time (20 mins per week)</p> <ul style="list-style-type: none"> • Relationships • Power and control in intimate relationships • Risk in intimate relationships • Importance of sexual consent • Assertiveness skills • Sex and the law • Pornography and stereotypes • Contraception choices

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	<ul style="list-style-type: none"> • Positive and negative self-identity • Abuse and coercion • Coercive control • Celebrating Difference • Protected characteristics • Equality Act • Phobic and racist language • Legal consequences of bullying and hate crime • Sexism • Ageism • Positive and negative language • Banter • Bullying in the workplace • Direct and indirect discrimination • Harassment • Victimisation • Prejudice • Discrimination and stereotyping 	<ul style="list-style-type: none"> • Self-harm • Anxiety disorders • Eating disorders • Depression • Healthy Me • Misperceptions about young peoples' health choices • Physical and psychological effects of alcohol • Alcohol and the law • Alcohol dependency • Drug classification • Supply and possession legislation • Emergency situations • First aid • CPR • Substances and safety • Sources of advice and support 	<ul style="list-style-type: none"> • Family planning • STIs • Support and advice services • Changing Me • Mental health stigma • Triggers • Support strategies • Managing emotional changes • Resilience and how to improve it • Reflection on importance of sleep in relation to mental health • Reflection on body and brain changes • Stereotypes
	Term One	Term Two	Term Three
Y10	<p>Tutor Time (20 mins per week)</p> <p>Being Me in My World</p> <ul style="list-style-type: none"> • Human rights • Societal freedom • Understanding safety in UK and beyond • Ending relationships safely • Stages of grief, loss and bereavement • Social media and culture • Use of online data • Threats to online safety • Online identity • Assessing and managing risk <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Equality in the workplace, in society and in relationships • Equality and vulnerable groups • Power and control 	<p>Tutor Time (20 mins per week)</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Impact of physical health in reaching goals • Relationships and reaching goals • Work/life balance • Connections and impact on mental health • benefits of helping others • online profile and impact on future goals <p>Healthy Me</p> <ul style="list-style-type: none"> • Improving health • Sexual health • Blood-borne infections • Self-examination • Diet and long-term health • Misuse of prescription drugs • Common mental health disorders 	<p>Tutor Time (20 mins per week)</p> <p>Relationships</p> <ul style="list-style-type: none"> • Sustaining long-term relationships • Relationship choices • Ending relationships safely • Consequences of relationships ending eg. Bullying, revenge porn, grief-cycle • Divorce and separation • Impact of family breakup on children • Understanding love • Fake news and rumour mongering • Abuse in teenage relationships • Legislation • Support and advice <p>Changing Me</p> <ul style="list-style-type: none"> • Impact of societal change on young people • Role of media on societal change

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		<ul style="list-style-type: none">• Positive impact of volunteering• Common threats to health including chronic disease• Epidemics• Misuse of antibiotics• Organ donation• Stem cells	<ul style="list-style-type: none">• Reflection on change so far and how to manage it successfully• Decision making• Stereotypes in romantic relationships• Family change• Sources of support
	4 x Curriculum Lessons in May/June Key Learning: <ul style="list-style-type: none">• Revenge Porn – Documentary• Revenge Porn and the Law• The Role of Intimacy and Pleasure• Managing Conflict and Relationship Breakdown		

	Term One	Term Two	Term Three
Y11	<p>Tutor Time (20 mins per week)</p> <p>Being Me in My World</p> <ul style="list-style-type: none"> • Equality in relation to disability including hidden • Consequences of not adhering to Equality Act • Employers' responsibilities • Benefits of multicultural societies • Impact of unfair treatment on mental health • Misuse of power • Campaigning for equality 	<p>Tutor Time (20 mins per week)</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Aspiration on career, finances, relationships, health • Skills identification • Realistic goals • Gambling • Financial pressure • Debt • Dream jobs • Skill set • Education and training options • Long-term relationship dreams and goals • Parenting skills and challenges • Resilience • What to do when things go wrong <p>Healthy Me</p> <ul style="list-style-type: none"> • Managing anxiety and stress • Exam pressure • Concentration strategies • Work-life balance • Sexual health • Hygiene • Self-examination • STIs • Sexual pressure 	<p>Tutor Time (20 mins per week)</p> <p>Relationships</p> <ul style="list-style-type: none"> • Stages of intimate relationships • Positive and negative connotations of sex • Protecting sexual and reproductive health • Safely ending relationships • Gay rights and protection under the Equality Act • "Coming out" challenges • Media stereotypes • Power, control and sexual experimentation • Forced marriage • Honour-based violence • FGM and other abuses • Hate crime • Sources of support

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Tutor Time (20 mins per week)					
Y12	<p>Key Learning:</p> <ul style="list-style-type: none"> Relationships at home Relationships with friends How to take accountability Safe sex STIs and symptoms 	<p>Key Learning:</p> <ul style="list-style-type: none"> Consent Sexual offences and the law Sexual offences and the law 2 Cancel culture Cancel culture 2 Know your bits Communication before sex Communication during sex 	<p>Key Learning:</p> <ul style="list-style-type: none"> Gay relationships 1 Gay relationships 2 Safe Sex Introducing PSHE drop down day Pornography Rupture and repair 	<p>Key Learning:</p> <ul style="list-style-type: none"> Toxic Relationships What is coercive control? Is this coercive control? Is this coercive control? Discussion 	<p>Key Learning:</p> <ul style="list-style-type: none"> What is love bombing? What is a narcissist? Attachment styles Falling in love What is true love? On still being a virgin 	<p>Key Learning:</p> <ul style="list-style-type: none"> Family relationships: parents Family relationships: siblings RSE review RSE review

	Spring Term 1
	Tutor Time (20 mins per week)
Y13	<p>Key Learning:</p> <ul style="list-style-type: none"> Future relationships Managing relationship breakdown Responding to relationship breakdown Relationships with adults Leaving home or staying home – how to cope The relationship with yourself

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

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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.