

1. **Aims**

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

PRIMARY and SECONDARY (Relationships)

- ✦ 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
- ✦ Raise pupils' self-esteem and confidence
- ✦ Develop communication and assertiveness skills.
- ✦ Promote healthy, loving, equal and lasting relationships
- ✦ Actively challenge everyday sexism, misogyny, homophobia and stereotypes
- ✦ Equip pupils to recognise and respond to harmful attitudes and behaviours, both online and offline
- ✦ Support pupils to develop positive male role models and understand healthy masculinity

SECONDARY (Sex Education)

- ✦ Maximize safety and minimize risk
- ✦ Delay first sexual activity
- ✦ Reduce teenage pregnancy and conception rates
- ✦ Reduce STI rates especially HIV/AIDS & Chlamydia
- ✦ Reduce sexual activity outside of relationships
- ✦ Increase awareness of sexual health services
- ✦ Increasing awareness of sexuality
- ✦ Help pupils understand the negative influence of pornography on

- ✦ Equip pupils to recognise and challenge harmful online content, including AI-generated sexual imagery
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PRIMARY AND SECONDARY

The RSE scheme of work will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Good quality Relationships and Sex Education helps young people to develop positive relationships, avoid negative outcomes, such as unplanned pregnancy, and enjoy good sexual health throughout their lives.

Our RSHE curriculum will actively challenge harmful attitudes including misogyny, homophobia and stereotypes, and promote respect, equality and kindness in all relationships.

Confidentiality

Teachers and other professionals will exercise discretion and judgement about how to deal with sensitive issues raised by individual students. Care will be exercised in relation to contraceptive advice to under 16's for whom sexual intercourse is unlawful.

Teachers cannot offer or guarantee absolute confidentiality and at all times will encourage students to seek the advice of a health professional. Where there is a concern about a young person who might be at risk, this will be passed on to the Designated Safeguarding Lead (DSL).

Safeguarding concerns that may arise through RSHE lessons include, but are not limited to:

Child-on-child abuse, including harmful sexual behaviour

- ✦ Making or sharing of nudes or semi-nudes, including AI-generated sexual imagery (deepfakes)
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- ✦ Sexual harassment or sexual violence
 - ✦ Exploitation, including sexual, criminal, or financial exploitation
 - ✦ Modern slavery
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- ✦ Child-to-parent abuse
- ✦ Domestic abuse
- ✦ Mental health concerns including self-harm or suicidal ideation

All staff delivering RSHE are trained to recognise these safeguarding concerns and will follow our child protection procedures immediately if any concerns arise.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work Act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

At West Sussex APC we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils as per 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](#).

3. Policy development

This policy has been developed through consultation with staff, pupils and parents. 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 and any interested parties were invited to attend a meeting about the policy
 4. Pupil consultation – we investigated what exactly pupils want from
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5. Ratification – once amendments were made, the policy was shared with governors and ratified
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4. 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.

Our RSE curriculum will:

- ✦ Include same-sex parents/carers when discussing families
- ✦ Teach pupils the facts and the law about biological sex and gender reassignment, including that legal rights may differ based on biological sex
- ✦ Ensure equal opportunity to explore the features of stable and healthy same-sex relationships (secondary)
- ✦ Integrate same-sex relationships throughout our programmes of study, not as standalone lessons (secondary)
- ✦ Avoid materials that oversimplify gender identity or perpetuate stereotypes
- ✦ Not teach as fact that all people have a gender identity

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. 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

Primary sex education will focus on:

- ✦ Preparing boys and girls for the changes that adolescence brings
- ✦ How a baby is conceived and born

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

Secondary sex education will focus on:

- ✦ Ensuring equal opportunity to explore the features of stable and healthy same-sex relationships
- ✦ Integrating same-sex relationships throughout our RSHE programmes of study, not as standalone lessons

We will not:

- ✦ Use materials that use cartoons or diagrams that oversimplify gender identity or perpetuate stereotypes
- ✦ Teach as fact that all people have a gender identity

Our approach ensures that all pupils feel represented and respected, while providing factually accurate information about relationships, families, and the law.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The biological elements, including anatomy, puberty and reproduction of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

In all PSHE and RSE lessons, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to

unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Sharing Resources with Parents/Carers

Parents/carers have the right to view all RSHE curriculum materials on request. We will proactively share information about what is being taught in RSHE throughout the year.

If we use materials from external providers, we will ensure that we can share these materials with parents/carers. We will not agree to any conditions that prevent us from sharing material with parents and carers, though we will acknowledge the source of materials and comply with copyright law when sharing them.

Parents/carers can request to view our RSHE resources by contacting Julie Crickmore (Subject Lead).

Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

Secondary

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

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 stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and Responsibilities

7.1 The governing board

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

The governing board will hold the head teacher to account for the implementation of this policy.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

Subject Lead: Julie Crickmore

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are taught to behave responsibly towards relationship and sex issues and be able to make informed decisions. They are also signposted to external agencies, where deemed appropriate, e.g. to access to confidential help or further support.

8. Parents' right to withdraw

Primary

Parents do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

Secondary

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 head teacher.

The head teacher will discuss the request with parents and, taking into account any exceptional circumstances, will take appropriate action. If a request is refused, we will clearly explain our reasons to parents/carers.

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

In exceptional circumstances, we may refuse a request to withdraw a pupil from sex education, for example if there are safeguarding concerns

that mean it is in the pupil's best interests to receive this education.

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

9. Training

Relevant staff are upskilled on the delivery of RSE at WSAPC by the subject lead and further CPD is included in our continuing professional development calendar. This CPD will sometimes include external professionals; such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

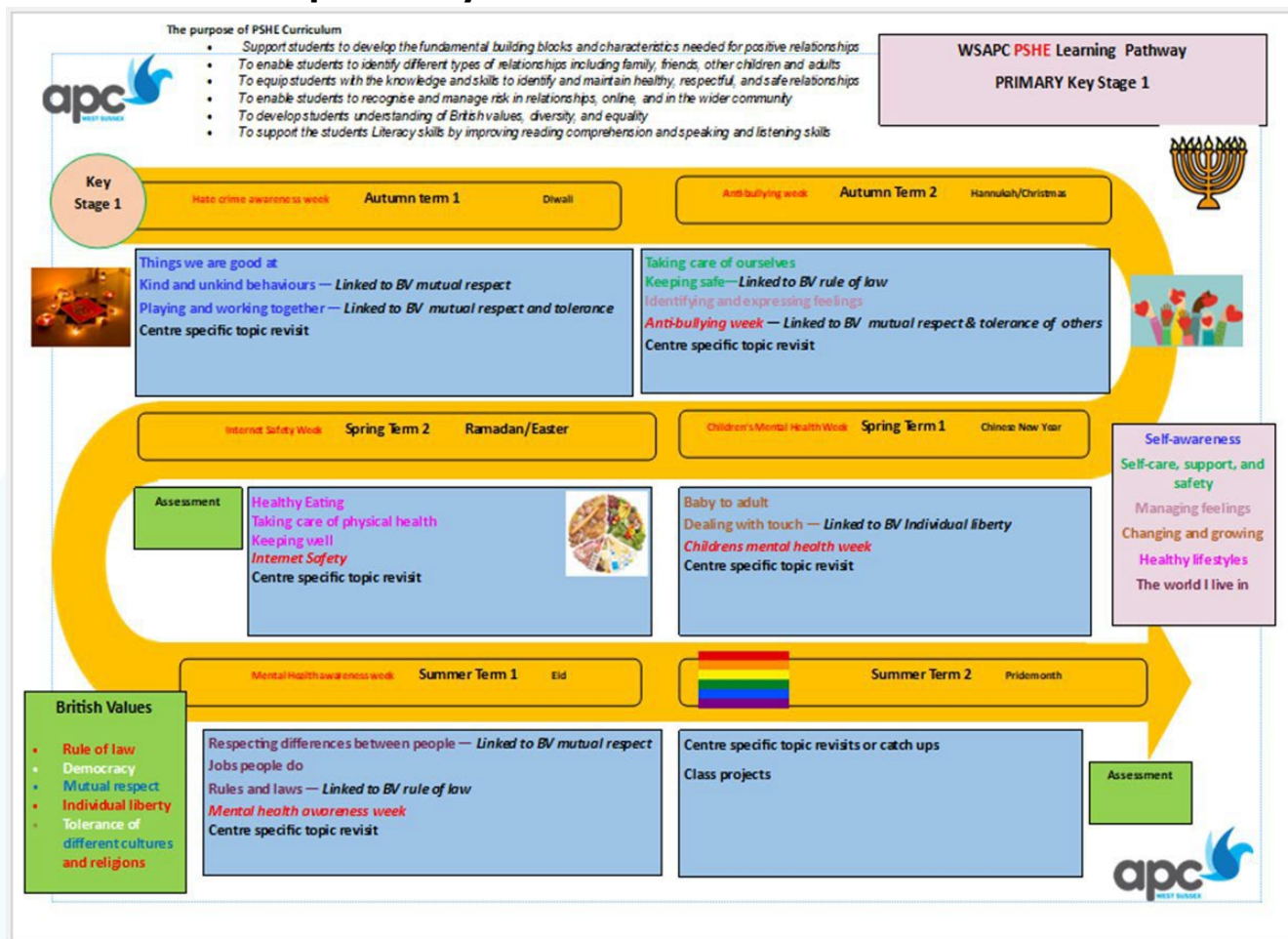
The delivery of RSE is monitored by Julie Crickmore in the following ways:

- ✦ Supporting staff ensuring that training/knowledge of RSE is relevant and up to date
- ✦ Provide regular reviews of our teaching content and conduct work scrutiny to ensure a consistent approach.
- ✦ Provide feedback opportunities for our students that will help to inform our future planning
- ✦ Liaise with outside agencies to ensure that we are representing the services that they offer correctly, primarily the Police Liaison Officer and the School Nursing team.
- ✦ Ensure our curriculum content remains up-to-date with statutory guidance, including new topics such as AI-generated sexual imagery, online safety, and challenging harmful attitudes.
- ✦ Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

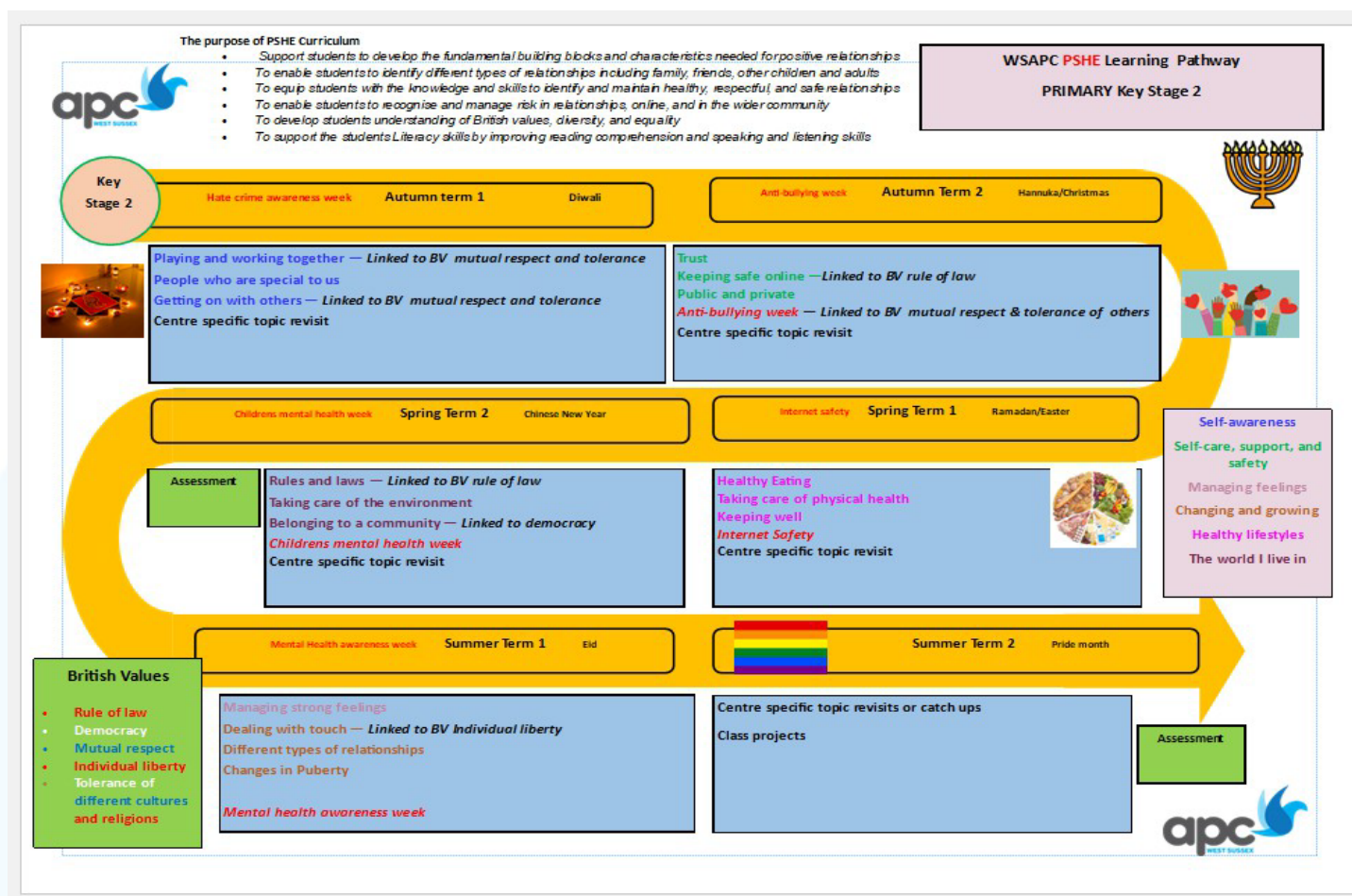
This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Full Governing Board.



Appendix 1: Curriculum Map Primary KS1



Curriculum Map Primary KS1

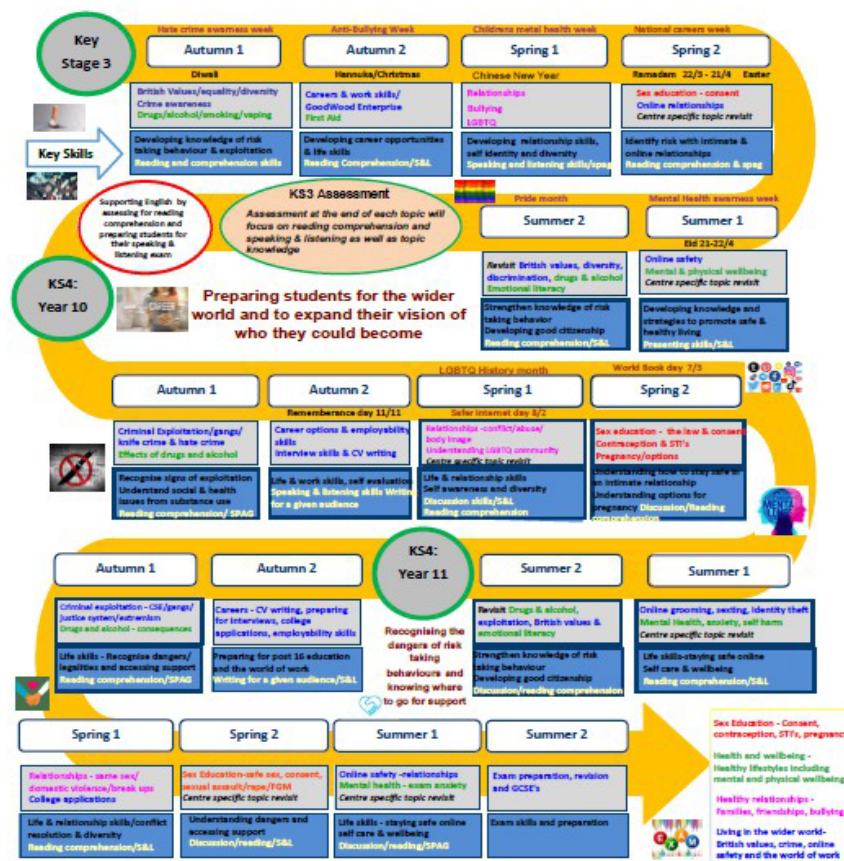


Curriculum Map Secondary

WSAPC Personal Development LEARNING PATHWAY

The purpose of the Personal Development curriculum:

- Our aim is to support and prepare students to live safe, healthy, and productive lives
- To enable students to identify and manage risk in the community, relationships, and online
- To equip students with the knowledge and skills needed to ensure success with personal effectiveness, interpersonal skills and decision making
- To develop students understanding of British values, diversity and equality
- To equip students with essential skills for their lives outside of school, into adulthood and the world of work
- To support the students Literacy skills by improving reading comprehension and Speaking and listening skills



Appendix 2: **By the end of primary school pupils should know:**

TOPIC	PUPILS SHOULD KNOW
Families and people who Care about me	• <u>That</u> families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • <u>That</u> stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • That not every child will have the friends they would <u>like at all times</u>, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships	• 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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 <u>backgrounds</u>), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • 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. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about <u>violence harm</u>, or when they are unsure who to trust.
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Online safety and awareness	• 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and <u>where</u> to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• 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. • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal.⁸ • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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. • 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. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of

autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.

- 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.



TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • 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. 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. • 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. • 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. • 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 • 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. • 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.

	• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. 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. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • 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. • 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.
TOPIC	PUPILS SHOULD KNOW
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. 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. • 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.

- 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.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- 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.
- 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
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- 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.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • 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. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). 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 • The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health, advice and treatment.

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents.	Include notes from discussions with parents and agreed actions taken.		