RELATIONSHIP AND SEX EDUCATION POLICY

APPROVED BY: Governing Body

DATE: September 2022

LAST REVIEWED: February 2026

NEXT REVIEW DUE: February 2027

REVISION HISTORY

DATE OF REVIEW:	CHANGES MADE:
December 2024	Curriculum maps updated
February 2026	Curriculum maps updated

Contents

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1. 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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help students develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach students the correct vocabulary to describe themselves and their bodies

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what acceptable and unacceptable behavior in relationships is.

This helps students 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.

Effective RSE does not encourage early sexual experimentation. RSE is not about the promotion of sexual activity.It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. At Soar Valley College, the team of teachers delivering RSE lessons use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

RSE provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Students understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which Soar Valley College supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these is the applicable law is taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students are well informed about the full range of perspectives and, within the law, are well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex that are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. At Soar Valley College, we address the physical and emotional damage caused by female genital mutilation (FGM). Students are taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students are also offered support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. As a school, we are mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, we have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also addressed. Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

2. Statutory requirements

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

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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

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

At Soar Valley College we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students 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. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of students, 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.

5. Curriculum

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

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

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

6. 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).

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

Our PSHE curriculum includes other subjects or topics that we have chosen to plan and design which has led us to designing own tailored programme of PSHE education reflecting on the needs of the students. We use our PSHE education programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We review our programme annually based on feedback from staff and students so that we are meeting the needs of all students on an ongoing basis. All staff are aware of the PSHE curriculum content and how sensitive topics can be, this ensures no value judgements are made.

Where appropriate, if same gender sessions for certain topics are required then this can be arranged. Students who feel uncomfortable with sensitive topics may be put forward by staff so that they can have specific sessions in smaller groups to ask questions and feel more at ease. Students with special educational needs may be provided with smaller group sessions to begin with so that they feel more comfortable about discussing and learning about RSE topics.

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

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

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

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them

- Is sensitive to all students' experiences

- During lessons, makes students feel:

    o   Safe and supported

    o   Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

    o   A whole-class setting

    o   Small groups or targeted sessions

    o   1-to-1 discussions

    o   Digital formats

- Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support students in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our students
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to students' experiences and won't provoke distress

7. 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 students. 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:
  - o Are age-appropriate
  - o Are in line with students' developmental stage
  - o 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:
  - o What they're going to say
  - o 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 **will not**, 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.

8. Roles and responsibilities

The governing board

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science 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 headteacher.

The person responsible for the coordination of the teaching of RSE in this school is Mrs S. Raja, Head of PSHE & Citizenship.

Students

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child 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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. Principal will discuss the request with parents/carers and take appropriate action, contacting the parents to discuss the curriculum in the first instance.

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

10. Training

Staff required to teach RSE will be trained appropriately, guided and supported on its delivery as part of the ongoing continuing professional development calendar.

The Principal and other senior staff will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through the school's quality assurance processes. This includes lesson visits, scrutiny of schemes of learning, learning walks and student voice.

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

This policy will be reviewed by the Head of PSHE & Citizenship annually. At every review, where changes are made, these will be highlighted to the governing body for their approval.

Appendix 1:

Curriculum map for PSHE

| Economic Wellbeing |
| Careers and the world of work |
| Citizenship |

| PSHE |
| RSE |

Department Calendar – 2025-2026
Schedule of lessons

Term	Week Beginning	Year 7	Year 8	Year 9	Year 10	Year 11
Aut 1	25/08/25 01/09/25	**Active Citizenship** 1- What is a citizen?	**Active Citizenship** 1- What is a citizen?	**Money & Me** 1-How does money make us feel?	**Relationships** 1- Building and maintaining positive relationships	**My future** 1- Planning my future
Aut 1	08/09/25 15/09/25	**Active Citizenship** 2- Local, national, global Citizenship [Ass]	**Active Citizenship** 2-Local, national, global Citizenship [Ass]	**Money & Me** 2-where does money come from?	**Relationships** 2- Dealing with negative relationships and abuse	**My future** 2- Choosing the right Career pathway for me
Aut 1	22/09/25 29/09/25	**Active Citizenship** 3- Taking part in your local community	**Active Citizenship** 3- Taking part in your local community	**Money & Me** 3-borrowing	**Relationships** 3-Coercive control	**My future** 3- Choosing the right further education pathway for me

Aut 1	06/10/25 13/10/25	**Active Citizenship** 4- Taking part in your local community	**Active Citizenship** 4- Taking part in your local community	**Money & Me** 4- Safer lending & borrowing Ass	**Relationships** 4- Sexual Violence	**My future** 4- Finding opportunities to develop employability skills
**HALF TERM (w/c 20/10/2025)
			Feedback and SOAR previous module's before starting new topic**			
Aut 2	27/10/25 03/11/25	**Growing up** 1. What is puberty?	**Looking After yourself** 1. Healthy Eating and balancing your diet	**Freedoms & Liberties** 1- Honour Based Violence	**Relationships** 5- Age of consent	**My future** 5- Rights & Responsibilities in the workplace
Aut 2	10/11/25 17/11/25	**Growing up** 2. Physical and Emotional changes	**Looking After yourself** 1- What is Puberty? Personal Hygiene	**Freedoms & Liberties** 2-Forced Marriage Ass	**Relationships** 6- Teenage Pregnancy and the options available	**My future** 6- Equal opportunities in the workplace
Aut 2	24/11/25 01/12/25	**Growing up** 3. Menstruation	**Looking After yourself** 3- Female Genital Mutilation	**Freedoms & Liberties** 3-Grooming	**Relationships** 7- Parenting	**My future** 7-Preparing for interviews

		Growing up 4. Consent	Looking After yourself 4- Female Genital Mutilation Ass	Freedoms & Liberties 4- pornography	Relationships 8- Accessing sexual health services Ass	My future 8- Preparing for my college interview Ass
Aut 2	08/12/25 15/12/25					
CHRISTMAS BREAK (w/c 22/12/25 and w/c 29/12/25)						
		Feedback and SOAR previous module before starting new topic				
Sprin g 1	05/01/26 12/01/26	Keeping Safe 1. Personal safety	Rights & Responsibiliti es 1-What are human rights?	KS4 Options 1. Skills and Qualities	Respect 1- Extremism & Radicalisation	Health and Wellbeing 1. Body Image
Sprin g 1	19/01/26 26/01/26	Keeping Safe 2. Gambling and gaming	Rights & Responsibiliti es2-Rights and Responsibiliti es (including British Values) Ass Task	KS4 Options 3. Career planning	Respect 2- Stereo typing	Health and Wellbeing 4. Eating Disorders
Sprin g 1	02/02/26 09/02/26	Keeping Safe 3.Social influences - gangs Ass	Rights & Responsibiliti es3-Freedom of speech (including homophobia)	KS4 Options 3.Careers research Ass	Respect 5. Propaganda Ass	Health and Wellbeing 3- Emotional Wellbeing Ass

		HALF TERM (w/c 16/02/2026)				
		Feedback and SOAR previous module before starting new topic				
Spring 2	23/02/26 02/03/26	**Future Goals** **1.Who am I?**	**Crossing the line** **1- Cyberbullying**	**Sex Education** **1- What is sex?**	**Personal Finance** **1-Intro**	**Crime and the law** **Civil & Criminal Law**
Spring 2	09/03/26 16/03/26	**Future Goals** **2.What is a career** **Laptop based**	**Crossing the line** **2-Sexting**	**Sex Education** **2.What is sexuality?**	**Personal Finance** **2-Income**	**Crime and the law** **2-Criminal Law**
		EASTER BREAK (w/c 23/03/26 and w/c 30/03/26)				
Sum 1	06/04/26 13/04/26	**Future Goals** **3.What does success mean to me?** `Ass`	**Crossing the line** **3-Peer pressure**	**Sex Education** **3- Condoms**	**Personal Finance** **3-Expenditure**	**Crime and the law 3- Young People & the law** `Ass`
		Feedback and SOAR previous module before starting new topic				

		Staying safe online	Crossing the line / Drugs Education	Sex Education	Personal Finance	Stand-alone lesson
Sum 1	20/04/26 27/04/26	**Staying safe online** 1. Staying safe online	**Crossing the line** **4-Self-esteem and coping** `Ass`	**Sex Education** 4- Contraception	**Personal Finance** **4-Savings**	**Stand-alone lesson: Revision technique**
			Feedback and SOAR previous module before starting new topic			
Sum 1	04/05/26 11/05/26	**Staying safe online** 2. Social media 3.	**Drugs Education** 1- Types of drugs	**Sex Education** 5-STI's	**Personal Finance** **5-Budget Challenge**	**Stand-alone lesson: Revision technique**
Sum 1 / Sum 2	18/05/26 01/06/26	**Staying safe online** 3.Interpreting information online `Ass`	**Drugs Education** 2- Energy Drinks	**Sex Education 6-HIV** `Ass`	**Personal Finance** **6-Budget Challenge** `Ass`	**Stand-alone lesson: Revision technique**
		HALF TERM (w/c 25/05/2026)				
		Feedback and SOAR previous module before starting new topic		**Feedback and SOAR previous module before starting new topic**		

Sum 2	08/06/26 15/06/26	**Health & Wellbeing Mental/emotional health**	**Drugs Education 3-Smoking, shisha & vaping**	**Our country 1-Democracy and Dictatorship**	**Freedoms & Liberties 1-Human Rights and knife crime**
Sum 2	22/06/26 29/06/26	**Health & Wellbeing Coping strategies**	**Drugs Education 4 Binge Drinking**	**Our country 2-How laws are made**	**Freedoms & Liberties 2-Human Rights Abuse**
Sum 2	06/07/26	**Health & Wellbeing Coping strategies**	**Drugs Education 5-New psychoactive substances**	**Our country 3-Voting age**	**Freedoms & Liberties 3-Human Rights Presentations**

Curriculum map for Pastoral Curriculum

6 Full Tutor Periods	7	8	9	10	11
2nd October Wed P1 Wk2	**HEALTH** Positive Mental wellbeing – a toolkit	**CAREERS** Skills and Qualities (Dragons Den)	**HEALTH** Healthy Relationships	**LEARNING** Thinking Notes & Active revision	**CAREERS** PS16-prep (1)
29th October Tues P1 Wk1	**LEARNING** Progress Check 1 Organisation and tie management	**HEALTH** Who's on your team?	**LEARNING** Brain dumps & retrieval **Active revision, what revision is**	**LEARNING** Retrieval system (Leitner System) Active recall and checking revision	2**CAREERS** PS16- prep (2)
19th November Tues P1 Wk2	**HEALTH** Relationships / conflict	**LEARNING** Revision clocks Graphic organisers	**CAREERS** Communication	**HEALTH** Welcome to KS4 – managing expectations	**HEALTH & LEARNING** Stress Management **(Revision Timetables**
XMAS TP					
12th February Wed P1 Wk2	**HEALTH** Social media	**HEALTH** Self Esteem / Self Confidence	**CAREERS** OPTIONS HOUR	**LEARNING** Revision timetables & spaced practice	**LEARNING** YR 11 summary of the techniques
27th March Thurs P1 Wk1	**LEARNING** Flash Cards Mind Maps	**HEALTH** Keeping Safe Online	**HEALTH** Stress Management	**CAREERS** WE prep-1	**HEALTH & LEARNING** Peak Performance
21st May Wed P1 Wk1	**CAREERS** First Impressions	**CAREERS** Stereotypes & planning ahead	**CAREERS** Communicating my future	**CAREERS** WE prep-2	
END OF YEAR					

Extended Registrations

Date	7	8	9	10	11
25th November M1	Firework / Train Safety	PC1	PC1	PC1	Health Questionnaire
7th Jan T1	Health Questionnaire	Healthy Relationships (Respect)	Vaping	Active Citizens	Health Questionnaire Follow-Up
26th February W1	PC2	PC2	PC2	PC2	Sleep Hygiene
1st May TH2	PC3	Active Citizens	Health Questionnaire	Heatly Relationships (Consent)	Peak Performance Part 2
13th June F1	Vaping	PC3	PC3	Personal Reflection and Student Voice	
4th July F2	Personal Reflection and Student Voice			PC3	

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

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	• 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
	• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, 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) and the importance of and facts about testing
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	• How the use of alcohol and drugs can lead to risky sexual behaviour
	• How to get further advice, including how and where to access 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			
Name of child		Class	
Name of parent/carer		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/carers	
Signed:	