



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Relationships and Sex Education Policy	
Lead	Mr C Brough, Assistant Headteacher	
Governor Committee	Chair of Governors	
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Vision & Objectives

Vision

At Henley-in-Arden School, Relationships and Sex Education (RSE) is designed to equip pupils with the knowledge, skills and confidence to build healthy relationships, stay safe, and make informed decisions about their health and wellbeing. It encompasses Relationships Education, Health Education and age-appropriate Sex Education, in line with Department for Education statutory guidance.

We believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging young people to become sexually active, nor is it about promoting any particular lifestyle or relationship choice. Instead, it provides pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. This policy aligns with the Department for Education Relationships, Sex and Health Education statutory guidance (July 2025).

At Henley-in-Arden School, we are committed to an innovative curriculum that reflects the world our young people are living in. We believe in empowering pupils to understand their bodies, reflect on their values, and engage in open, respectful discussion about relationships and sex. We believe this approach will reduce the risk of unhealthy and abusive relationships.

We are committed to the important role that RSE plays in pupils' holistic education and aim to build on the RSE programmes covered in primary school. The theme of consent underpins all RSE lessons. Pupils are introduced to the importance of consent in Year 7, and this is revisited and adapted at each stage of their development.

Objectives

At Henley-in-Arden School our Relationships and Sex Education Programme seeks to:

- Develop cultural awareness and understanding and uphold the values of equality, dignity and inclusion for all members of the school community
- Deliver content that is age appropriate and differentiated to the needs of all pupils
- Present information in an objective, balanced and sensitive manner
- Support the development of social skills and strategies to reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and family structures
- Challenge harmful attitudes and behaviours, including sexism and misogyny, and promote equality and respect for all
- Develop a clear understanding of the importance of consent including how to give, withdraw, seek and recognise consent, including understanding personal boundaries.
- Reinforce the importance of loving relationships, rooted in mutual respect and develop healthy, respectful relationships

- Explore the skills needed for effective parenting and enable pupils to consider their readiness for parenthood.
- Represent a diverse range of families and explore different ways in which families can be formed.
- Ensure that people from diverse ethnic backgrounds, LGBTQ+ and people with disabilities are positively represented in our curriculum
- Enable pupils to identify the characteristics of healthy and unhealthy relationships
- Support pupils in understanding the physical and emotional aspects of sexual behaviour and making informed and responsible choices.
- Ensure pupils know how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare pupils for the transition from adolescence to adulthood
- Provide a safe environment to learn about sexual orientation and gender identity, promoting respect and challenging prejudice, including homophobia, transphobia and stereotypes.
- Ensure that pupils have an accurate understanding of sexual and reproductive health, including knowledge of HIV and other sexually transmitted diseases
- Enable pupils to understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity and how to manage these safely, including knowledge of a range of contraception
- Raise awareness of sexual exploitation, grooming and predatory behaviour, including in online contexts.
- Emphasise online safety, including risks associated with social media and digital communication.
- Ensure pupils understand the law relating to sexual behaviour, consent, sexual harassment, image-based abuse, FGM, forced marriage and exploitation.
- Explore the impact of pornography and unrealistic portrayals of relationships in a safe and appropriate way.
- Address issues such as sexting, sharing explicit images and emerging risks including AI-generated content.
- Ensure students know how and where to access appropriate support services.
- Promote positive body image and self-esteem.
- Support the development of emotional regulation and resilience
- Encourage understanding of the importance of stable, respectful relationships and family life.

Legal Requirements

Henley-in-Arden School must provide Relationships and Sex Education (RSE) to all its pupils, under Section 34 of the Children and Social Work Act 2017. The provision of RSE and Health Education is further governed by the Education Act (2002), the Education Act 1996 (section 403), and the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019. This policy complies with the Department for Education (DfE) statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) which becomes compulsory from September 2026. The curriculum includes explicit teaching about the law including consent, online behaviour, image sharing, exploitation and safeguarding in line with statutory expectations.

The DfE statutory guidance sets out the curriculum content that secondary schools are required to deliver for RSE and Health Education, as well as the legal duties with which schools must comply. It applies to all schools, including maintained schools, academies, free schools, independent schools, special schools, and alternative provision such as pupil referral units.

This policy and the Henley-in-Arden School RSE curriculum have been updated in accordance with the July 2025 statutory guidance.

All schools are public bodies. As such, they have obligations under the Equality Act 2010, including:

- a) A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- b) The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
 - i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

Policy and Curriculum Development

Parents and carers of Henley-in-Arden pupils have been consulted in the development of this policy, in line with statutory requirements from the Department for Education (DfE). On 23rd June 2026, a consultation letter, including a draft version of this policy, was published on the school website, and all parents/carers were given a two-week period in which to respond.

This Policy has also been developed in accordance with DfE best practice guidance. All Henley-in-Arden staff were invited to contribute to the consultation process and a year 10 panel of pupils were also given the opportunity to provide feedback.

The school will ensure that parents and carers are informed about, and have access to, the content of the Relationships, Sex and Health Education curriculum, including through published materials and on request. Our curriculum content covers the required themes as set out in the statutory guidance, **Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025)** - See Appendix A for our programme of study in each year group.

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

Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. Teachers will use their professional judgement, in line with school policy, to determine whether the topics are appropriate for class discussion. Questions will be answered honestly, sensitively, and in an age-appropriate manner, taking into account, the context of the class.
2. If a question is considered to be too explicit, or not appropriate for whole-class discussion, the teacher will acknowledge the question and address it at an appropriate time or in a more suitable setting.
3. Teachers will establish a set of clear ground rules so that young people are aware of parameters and understand the expectations for respectful discussion and appropriate behaviour.
4. Pupils will never be required or encouraged to disclose personal information, including their sexual orientation or personal experiences
5. Teachers and pupils will demonstrate respect for all genders, sexualities and family structures
6. Any concerns relating to sexual abuse or any other safeguarding issues will be followed up in accordance with the school's safeguarding procedures
7. Where issues related to sexual behaviour arise incidentally in other areas of learning, teachers will respond appropriately, using professional judgement and ensuring a consistent approach.
8. Teaching and HIV/AIDS and other health related topics will be delivered sensitively, objectively and in a way that avoids stigma, prejudice and misinformation. Teachers will challenge stereotypes and misconceptions where appropriate.
9. Teachers will be mindful that some pupils may have personal experience or connections to sensitive issues and will ensure that teaching is handled with care and sensitivity.
10. Correct anatomical terminology will be used when teaching about the human body, in order to ensure clarity, accuracy and to support safeguarding.
11. A range of distancing techniques will be used to support pupils in discussing sensitive topics safely. These may include the use of scenarios, role play, case studies, video materials and, where appropriate, theatre in education approaches. These strategies help pupils to explore issues and develop decision-making skills within a structured and supportive environment.
12. Opportunities will be provided for pupils to ask questions anonymously, for example through the use of question boxes, to ensure that all pupils can seek information and clarification in a safe and non-judgemental way

Organisation and Delivery

1. Relationships, Sex and Health Education is delivered through our Character Curriculum. The programme includes fortnightly Character lessons, supported by weekly tutor-time Character activities, assemblies and input from external agencies where appropriate. Teaching is age-appropriate, inclusive and carefully sequenced to meet the needs of all pupils.
2. RSE is also supported through a cross-curricular approach. Relevant aspects of the curriculum are delivered in other subject areas, including the statutory biological content through science, financial education through mathematics,

online safety through computing/IT, and CPR through physical education. Science contributes primarily factual and biological knowledge, while Religious Studies provides opportunities for pupils to explore the moral and ethical dimensions of topics within RSE. English also contributes to pupils' understanding of relationships, identity and respect through its curriculum content. This ensures a cohesive and reinforced approach to RSE across the school.

3. All pupils within the school have equal access to Relationships, Sex and Health education.
4. Pupils who are absent for RSE lessons are expected to catch up on the content covered. This may be through targeted small-group teaching or, where appropriate, by providing materials for pupils to complete independently at home.
5. Teachers and all those contributing to Relationships, Sex and Health education will work within an agreed framework as set out in this policy
6. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.
7. All external agencies and visitors are quality-assured to ensure that content is accurate, balanced, age-appropriate and in line with statutory guidance.

The Governing Board

The Governing Board will approve the RSE policy and hold the Associate Headteacher to account for its implementation.

The Associate Headteacher

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

Staff

Staff are responsible for:

- Delivering RSE consistently and in line with Henley-in-Arden's values, statutory obligations and their training.
- Modelling positive attitudes towards equality, diversity and inclusion.
- Monitoring pupil progress
- Managing and responding appropriately to the needs of individual pupils e.g. those with special educational needs and disabilities (SEND).
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science and non-statutory components (i.e. the sex education components) of RSE¹

Should a parent or carer contact a member of staff regarding withdrawing a child from the non-science and non-statutory components of RSE then they should forward the request to the Headteacher

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 their line manager in the first instance and then the Associate Headteacher.

Pupils

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

Safeguarding

RSE supports safeguarding. Any concerns are reported to the Designated Safeguarding Lead in line with the school's safeguarding policies. Confidentiality cannot be guaranteed where safeguarding concerns arise.

Accessibility and SEND

RSE is accessible to all pupils. Pupils with special educational needs and disabilities (SEND) follow the same RSE programme as all other pupils. When appropriate, teaching will be differentiated and content adapted to ensure that the RSE curriculum is accessible to all pupils, supports safeguarding, and promotes independence. This will be done on a case-by-case basis, through collaboration between teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND pupils, we will be mindful of:

- The SEND Code of Practice, including its focus on preparing pupils for adulthood
- The increased vulnerability that some pupils with SEND may face, including risks of exploitation, bullying and other safeguarding concerns.
- The possibility that elements of RSE may be particularly important for some pupils, due to the nature of their needs or disability.
- The potential need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

See section 8 below for the process for withdrawing pupils from the sex education components of the RSE Curriculum. The process is the same for all pupils.

Parents' right to withdraw

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

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

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

Alternative educational provision will be provided for pupils who are withdrawn from sex education.

Training

Staff are trained in the delivery of RSE as part of their induction programme. Ongoing training is provided through the school's continuing professional development (CPD) calendar to ensure staff remain confident and up to date.

Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a relationship or considering one. It is desirable but not always possible that that person is their parent or carer. The law allows health professionals to see, and in some circumstances to treat, young people confidentially. This may include counselling and discussion about the benefits of including parents or carers.
2. Staff should not promise confidentiality to pupils. If a member of staff becomes aware that a pupil under the age of 16 is, or may be, engaging in sexual activity, they must refer the matter to the school's Designated Safeguarding Lead (DSL)

The Role of Health Professionals in the Delivery of RSE

The school will work with health professionals in the development and implementation of the school's Relationships and Sex programme. Any external visitors involved in the delivery of RSE will be clear about the boundaries of their role. They will be made aware of the school's RSE curriculum and relevant policies, and their input will be planned and agreed in advance.

Monitoring and Evaluation

The impact of RSE at Henley-in-Arden School is monitored through learning walks, the staff appraisal process and ongoing communication with colleagues, pupils, and parents or carers. The implementation of this policy will be monitored and evaluated through the standard Faculty/Departmental review processes that apply across all areas of the curriculum. This policy will be reviewed by the Governing Board biennially or sooner if required.

Raising concerns about this Policy or the RSE Curriculum

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the Henley-in-Arden School Complaints Policy. Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

- a)** This Policy.
- b)** The extent to which parents, carers, staff and pupils were consulted or engaged in the development of this Policy and the RSE Curriculum (see Appendix A of this Policy).
- c)** Whether the complaint would be an appropriate, fair or meaningful use of resources at Henley-in-Arden School (complaints to express dissatisfaction about the DfE's decision to make certain aspects of RSE compulsory will not meet these criteria – see below).
- d)** The DfE requires schools to teach pupils about the areas of RSE at Appendix B to this Policy. Henley-in-Arden School is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE or local government. Henley-in-Arden School can only handle complaints about its interpretation and delivery of that curriculum.²
- e)** The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the Henley-in-Arden School community and its values of equality, dignity and respect. Appendix A: Curriculum map

² 1 For example, whilst Henley-in-Arden School may consider complaints about when and how it teaches about sensitive issues, such as contraception or LGBTQ+ relationships, we will not consider complaints about whether or not those issues should be taught at all. The DfE requires all schools to teach them and doing so is in line with our values and obligations as a school.

Appendix A: Relationships, Sex and Health education curriculum map

NB: Although the topics are delivered through the Character Curriculum, emerging issues are also addressed throughout the year via the tutor programme and assemblies, where appropriate. The curriculum is sequenced to build knowledge progressively, ensuring that pupils develop understanding in an age-appropriate way as they move through the school. This curriculum includes statutory Relationships and Health Education for all pupils, alongside age-appropriate sex education in line with DfE guidance.

Year group	Content Covered
Year 7	• Consent • Healthy and unhealthy relationships • Puberty • Online safety • Friendships • Healthy routines: sleep and eating well • Caffeine and energy drinks • Alcohol and Smoking • Personal Hygiene and oral health
Year 8	• Healthy relationships – Love • Conflict within relationships • Consent • Female Genital Mutilation (FGM) • Abuse • LGBTQ+ • Transgender • Online grooming and exploitation • Media awareness, fake news and the use of AI and chatbots • Drugs and alcohol: cannabis and effects • Diet and exercise • Stress management • Mental Health: support systems • Sleep, screen use and wellbeing

Year group	Content Covered
Year 9	• Delaying sexual activity and consent • Gender stereotypes, misogyny and respect • Contraception and STIs • Pregnancy and miscarriage • Bullying • Sharing sexual images: sextortion and the law • Menstrual health and menopause • Adoption and fostering • Drugs and alcohol: illegal drugs • Vaping and nicotine
Year 10	• Sharing sexual images (including sexting) • Exposure to and impact of pornography • HIV and AIDS • Child abuse and CSE • Honour Based Violence • Social Media – Safety and Validation • Screen use, sleep and digital wellbeing • Managing relationships: break-ups and conflict • Consent under pressure • Depression and anxiety • Healthy and unhealthy coping mechanisms • Physical health maintenance • Personal safety in public spaces • Substance use and consent

Year group	Content Covered
Year 11	• Love and Abuse • Sexual Assault and Rape • Stalking • Consent and the law • Cosmetic Surgery • Substance abuse • Abortion • Online relationships and managing expectations vs reality

Appendix B: 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 partnerships include 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 marriage before the age of 18 are illegal. • 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, including friendships	• About 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 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 romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 does not automatically make it ok. • How stereotypes, in particular, stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability can cause damage (e.g. how they might normalize non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognize 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 normalizing 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. • 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	• 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 they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues. • Not to provide material to others that they would want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. • About the characteristics of social media, including that some social media accounts are fake and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways, that they might in face-to-face situations, and that some users present highly exaggerated or idealized profiles of themselves online. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime. • How to seek support. They should also 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. • 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. • About the prevalence of deepfakes including video and photos, how deepfakes can be used maliciously as well 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. • 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 glamorize behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to do 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That 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 (for example, to enable targeted advertising). • That criminals can operate online scams, such as 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. That 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 recognize, 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 recognize 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 socializing with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their instincts when something doesn't feel right and they 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, emphasizing that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • About concepts and laws relating to: ◦ Sexual violence, including rape and sexual assault. ◦ 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-appropriate sexual language. ◦ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ◦ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming and financial exploitation ◦ Forced marriage. ◦ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal and where to get help if needed • 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 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. • About sexual consent and their capacity to give, withdraw 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, such as the law, their 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 medical and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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. • About 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 C: Parent form: withdrawal from sex education within RSHE

To be completed by parents			
Name of child		Form	
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	
Staff signature	