

# Marjory Kinnon School

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## Relationships & Sex Education Policy

June 2026

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# Marjory Kinnon School - Relationships & Sex Education Policy

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This policy is based on DfE statutory guidance - Relationships and Sex Education (RSE) and Health Education (last updated 19 December 2025) and written in line with Section 34 of the Children & Social Work Act 2017.

This policy is based on a template from The Key – Relationship and sex education policy (updated 29 August 2025).

## 1. Aims

At Marjory Kinnon School we want to make sure that all pupils have the opportunity for happy fulfilling relationships of all kinds.

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

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

In the Primary Department of the school the main focus is on identifying positive relationships with friends and family. The RSE curriculum looks at what is necessary to build positive relationships such as kindness, consideration, respect, honesty, permissions and privacy. These traits are then extended by looking at them in context providing pupils the resources to identify negative relationships and how to stay safe, including online, while teaching them the tools to know what to do if they feel something isn't positive or safe. We aim to give our non-verbal pupils a voice through developing communication through Makaton, communication boards and AAC devices.

In the Secondary Department of the school the focus is on further developing the content that was started in Primary. The pupils continue to look at relationships in the context of friends and family but start to look at additional types of relationships, including committed relationships. RSE does not encourage early sexual relations but aims to teach pupils to delay sexual relations to have safe fulfilling relationships when it is appropriate. The curriculum focuses on developing pupils' understanding of the law regarding relationships and what is legal and appropriate for different types of relationships and at different ages. Pupils continue to work on positive character traits in an age appropriate way, helping them to develop self-respect, self-worth and self-identify. Pupils build on their work in Primary about the role the internet has on relationships and how to safeguard themselves from negativity and inappropriate behaviours online.

At Marjory Kinnon School we thread our school values of kindness, perseverance, tolerance and respect through everything we do and RSE is no different. We strive to make sure that all our pupils are taught to respect the law on diversity to allow them to aspire to the school values and therefore we use context that includes families and relationships of all types, allowing all our pupils to be included and feel that RSE is applicable to them and their needs.

## 2. Statutory Requirements

As a maintained Primary and Secondary school, we must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Science specialists deliver this content in Secondary.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

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

At Marjory Kinnon School we teach RSE as set out in this policy.

## 3. Policy Development

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

- Review – the PHSE / RSE Lead liaised with staff and pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff are given the opportunity to look at the Policy and make recommendations.

- Parent / stakeholder consultation – parents and any interested parties were consulted about the Policy and it is published on the school’s website.
- Pupil consultation – we investigated, as far as we are able to, with our SEND pupils, what pupils want from their RSE.
- Ratification – once amendments were made, the Policy was shared with governors and ratified.

## 4. Definition

For the purpose of this policy:

- 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.

## 5. Curriculum

RSE is taught as part of PSHE, the areas where RSE is taught within PSHE from Key Stage 1 to Key Stage 4 are attached as Appendix A.

We have designed the curriculum to take into account pupil developments and SEND throughout their time at Marjory Kinnon School and have made the curriculum age appropriate coinciding with these developmental milestones, however due to the pupils high levels of need the curriculum needs heavy adaptation and personalising according to the abilities and understanding of the group.

If pupils ask questions outside the scope of this Policy, teachers will respond in an appropriate manner so that pupils are fully informed and don’t feel they need to seek answers online.

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

## 6. Delivery of RSE

RSE outlined in Appendix A is delivered as part of the personal, social, health and economic (PSHE) curriculum.

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We aim to have this delivered by our teaching staff who have had training to deliver it in a sensitive but applicable way to pupils of differing needs.

For statutory sex education outlined in the science curriculum, our aim is that in Primary classes this is delivered by the class teacher and in Secondary this is delivered by a science specialist teacher.

On occasions it may be necessary to adapt who delivers the content. Parents or carers of classes involved will be informed of any changes that do not match the standard outlined above.

Staff are responsible for making sure that RSE is taught in a sensitive way, making sure to model positive attitudes that meet the standards outlined in our school values. Staff are expected to adapt lessons to meet the needs of individual pupils while making sure that topics are still taught at appropriate times.

It is the responsibility of staff to make sure that any parental request to opt out, or a pupils request to opt in (when at the required age), from the non-statutory parts of RSE is processed according to procedure outlined in the 'Right to Withdraw' section of this Policy. It is also the responsibility of staff to follow any decision that has been agreed in relation to a parents' right to opt out or a pupil's right opt in.

Staff do not have the right to opt out of teaching RSE. If there are any concerns about the teaching of RSE these should be discussed with a member of the SLT.

RSE is monitored as part of PSHE to maintain standards and monitor delivery by the Head of Primary who is the school PSHE Subject Lead.

The Governing Body will approve the RSE Policy and hold the Headteacher to account for its implementation.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner with appropriate resources to meet needs. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
  - Safe and supported.
  - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting.
  - Small groups or targeted sessions.
  - 1-to-1 discussions.
  - Digital formats.
- Give careful consideration to the level of differentiation needed in a SEND school.

### Inclusion for Pupils with SEND in RSE

As a special needs school, Marjory Kinnon School holds itself to the highest level of inclusion. It is the expectation of the school that:

- All lessons are adapted to pupils individual learning needs.
- Pupils are not taught content before the point outlined in the Appendix A, without prior agreement with parents and SLT.
- Content and concepts are taught to pupils at a developmentally appropriate time.
- All content meets the statutory requirements outlined by the Education Act of 1996.

- A pupil's specific needs are taken into account when granting parental right to be excused from sex education within the Secondary setting.

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The governing body will hold the Headteacher to account for the implementation of this policy. The governing body has delegated the approval of this policy to the Teaching & Learning Committee.

### **7.2 The Headteacher**

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see Section 9).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group.
- Modelling positive attitudes to RSE.
- Monitoring progress.

- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL).

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.

## **7.4 Pupils**

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

## **8. Parents' Right to withdraw**

### **Primary**

Parents / carers have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the Form found in Appendix B of this Policy and addressed to the Headteacher.

Alternative schoolwork will be given to pupil who are withdrawn from sex education.

### **Secondary**

Parents / carers have the right to request to withdraw their child from the non-science component of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the pupil 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 B of this Policy and addressed to the Headteacher.

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A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher (or designated member of the SLT) will discuss the request with parents / carers and take appropriate action and provide the parents / carers with their decision in writing.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Headteacher (or designated member of the SLT) can refuse a request to withdraw the pupil from sex education.

## 9. Training

Staff have regular training updates on the delivery of RSE and the school may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Policy Review & Approval

This Policy will be reviewed annually (or sooner if legislation changes) to assess its implementation and effectiveness. Approval delegated to the Teaching & Learning Committee (with approval reported at the Full Governing Body): June 2026

DfE Policy Name	Relationships & Sex Education Policy
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## Appendix A

### RSE within the PSHE Curriculum (KS1 to KS4)

<b>KS1 + KS2 Relationships Content</b>	
<b>Families &amp; People Who Care For Me</b>	
<p>NL8, 12</p> <p>RL2,14, 23</p> <p>KS1C2U3L3 KS1C2U4L5-6</p> <p>LKS2C2U4L2</p> <p>UKS2C2U4L1-5</p> <p>RSE UNIT</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care.</li> <li>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
<b>Caring Friendships</b>	
<p>NL4</p> <p>RL7, 13, 25</p> <p>KS1CUL1-5 KS1C2U4L1-4</p> <p>LKS2C2U3L1 LKS2C2U5L1-4</p> <p>RSE UNIT</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy, caring and kind 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.</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>• That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• About managing conflict with kindness and respect, and that violence is never right.</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, how to seek help or advice from others, if needed.</li> </ul>

<b>Respectful, Kind Relationships</b>	
<p>NL4, 8, 13, 15, RL1, 4, 8, 15, 24</p> <p>KS1C1U4L1,L6 KS1C2U1L7 KS1C2U2L1-5 KS1C2U3L1-6 KS1C2U4L1-4 KS1C3U1L4,5,6</p> <p>LKS2C1U5L6 LKS2C2U2L1-3 LKS2C2U3L1-4 LKS2C2U4L1-4 LKS2C2U5L1-3 LKS2C3U3L1</p> <p>UKS2C2U3L2,3</p> <p>RSE UNIT</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated.</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults.</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration.</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity.</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> <li>• What a stereotype is and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.</li> </ul>
<b>Online Safety &amp; Awareness</b>	
<p>RL22</p> <p>KS1C1U5L6</p> <p>LKS2C1U6L1-4</p> <p>UKS2C2U4L5</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</li> <li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online.</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul>
<b>Being Safe</b>	
<p>KS1C1U5L4 KS1C1U5L7</p> <p>LKS2C2U5L4</p> <p>RSE UNIT</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example.</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all context, including online) including those they do / don't know.</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report concerns or abuse, 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.</li> <li>• Where to get advice, for example from their family, school and/or other sources.</li> </ul>
<b>KS1 + KS2 Health &amp; Wellbeing Content</b>	
<b>Mental Wellbeing</b>	
<p>R L2, L14</p> <p>KS1C1U2L1-4 KS1C1U4L1-5 KS1C1U5L5, L6 KS1C2U1L1, L2 KS1C2U2L1</p> <p>LKS2C1U1L1, L2 LKS2C1U2L1-3 LKS2C1U5L1, L3-5 LKS2C1U6L1 LKS2C2U1L3 LKS2C2U3L1-4 LKS2C3U2L1</p> <p>UKS2C1U1L1-3, L5 UKS2C1U2L2 UKS2C1U4L1-3 UKS2C2U1L3 UKS2C2U4L3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>

	<ul style="list-style-type: none"> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li> </ul>
<b>Internet Safety &amp; Harms</b>	
<p>KS1C1U5L6</p> <p>LKS2C1U6L1-6</p> <p>UKS2C1U5L6</p> <p>UKS2C2U1L1</p> <p>UKS2C2U4L5</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That for most people the internet is an integral part of life and has many benefits.</li> <li>▪ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</li> <li>▪ Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>▪ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>▪ Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health &amp; Fitness</b>	
<p>KS1C1U1L4-6</p> <p>LKS2C1U2L1-3</p> <p>UKS2C1U1L1, L3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> </ul>
<b>Healthy Eating</b>	
<p>KS1C1U1L1-3</p> <p>KS1C1U2L3</p> <p>LKS2C1U3L1-3</p> <p>UKS2C1U2L1-3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>



	<ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.</li> <li>• 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.</li> </ul>
<b>Respectful Relationships, including Friendships</b>	
<p>Y7C1U2L2 Y7C2U1L1 Y7C2U3L1-2 Y7C2U4L1</p> <p>Y8C2U1L1, L2 Y8C2U2L1, L2 Y8C2U3L3 Y8C3U1L1-4</p> <p>Y9C2U1L1-2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>• 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.</li> <li>• 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.</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>• The role of consent, including in 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 doesn’t automatically make it ethically okay.</li> <li>• 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 normalise non-consensual behaviour or encourage prejudice). Pupil should be equipped to recognise misogyny and other forms of prejudice.</li> <li>• 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</li> </ul>

	<p>power might, with or without realising it, impose their preferences on others.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Online Safety &amp; Awareness</b>	
<p>Y8C2U2L1-3 Y8C3U2L1-4</p> <p>Y10C2U2L2 Y10C3U3L1, L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want 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.</li> <li>• 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 than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.</li> <li>• 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.</li> <li>• 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.</li> <li>• What to do and how to report when they are concerned about material that has been circulated, including information, images or videos, and how to manage issues online.</li> <li>• 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.</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.</li> <li>• Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a</li> </ul>

	<p>distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong.</p> <ul style="list-style-type: none"> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>• 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.</li> <li>• 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.</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Being Safe</b>	
<p>Y9C1U4L3 Y9C2U1L3 Y9C2U2L2</p> <p>Y10C2U4L2, L3</p> <p>Y11C2U1L3 Y11C2U1L3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to increase their personal safety in public spaces, including when socialising 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 safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they</li> </ul>

	<p>should understand that in some situations a person might appear trustworthy but have harmful intentions.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• About concepts and laws relating to:             <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault.</li> <li>○ 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.</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>○ Forced marriage.</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty.</li> </ul> </li> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</li> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Intimate &amp; Sexual Relationships, including Sexual Health</b>	
<p>Y7C2U2L2</p> <p>Y8C2U1L3, L4</p> <p>Y9C1U4L1-3 Y9C2U2L1</p> <p>Y10C2U3L1-3</p> <p>Y11C1U3L2 Y11C2U1L2-3, L5 Y11C2U2L1, L2 Y11C2U3L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>• 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.</li> <li>• About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• That some sexual behaviours can be harmful.</li> <li>• 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.</li> <li>• 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.</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the short and long-term impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to take risks in their sexual behaviour.</li> <li>• 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.</li> <li>• How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> </ul>
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## KS3 + KS4 Health & Wellbeing Content

### Mental Wellbeing

<p>Y7C1U1L1-3 Y7C1U2L1</p> <p>Y8C1U1L1</p> <p>Y9C1U1L1</p> <p>Y10C1U1L1-7 Y10C2U1L1</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
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### Internet Safety & Harms

<p>Y7C2U3L2 Y7C3U2L1-3</p> <p>Y9C1U2L1-2</p> <p>Y10C3U3L1</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships</li> </ul>
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<p>Y11C1U2L1-2 Y11C2U1L1</p>	<p>including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical Health &amp; Fitness</b>	
<p>Y9C1U1L1-3 Y9C1U3L2 Y9C3U4L1-3</p> <p>Y10C1U1L2, L4</p> <p>Y11C1U3L4</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy Eating</b>	
<p>Y8C1U2L1-4</p> <p>Y9C1U3L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, Alcohol &amp; Tobacco</b>	
<p>Y9C1U3L3, L4</p> <p>Y11C1U1L1-3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health &amp; Prevention</b>	
<p>Y8C1U1L1 Y8C1U2L5</p> <p>Y9C1U1L3</p> <p>Y10C1U1L3 Y10C1U3L3</p> <p>Y11C1U1L1 Y11C1U3L1</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (Late secondary) the benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

<b>Basic First Aid</b>	
Y10C1U2L1, L2 Y10C1U3L1, L2	Pupils should know: <ul style="list-style-type: none"><li>• Basic treatment for common injuries.</li><li>• Life-saving skills, including how to administer CPR.</li><li>• The purpose of defibrillators and when one might be needed.</li></ul>
<b>Changing Adolescent Body</b>	
Y8C1U1L1-4	Pupils should know: <ul style="list-style-type: none"><li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li><li>• The main changes which take place in males and females and the implications for emotional and physical health.</li></ul>
Y7 - Year 7 Y8 - Year 8 Y9 - Year 9 Y10 - Year 10 Y11 - Year 11	

## Appendix B

### **Parent / Carer Form** **Requesting Their Child's 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 / Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	