



Holmer Green Senior School

# Sex and Relationships Education (RSE) Policy

April 2026

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

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

In teaching RSE, we’re 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 Holmer Green Senior 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/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- 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 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**

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, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

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

In this school, the intended RSE curriculum is made up of three core elements:

#### **1. Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### **2. Personal and Social Skills**

- learning to manage and understand emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make prejudice free choices based on an understanding of and respect for, difference;
- developing an appreciation of the consequences of choices made;

- managing conflict; and learning how to recognise and avoid exploitation and abuse.

### 3. Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- understanding the reasons for delaying sexual activity, and the advantages of such delay; and developing the knowledge and understanding needed to avoid unplanned pregnancy.

### 6. Delivery of RSE

RSE is taught within the personal, social, health, citizenship, and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Although the PSHCE teachers, RS teachers and science teams will be the main teachers of sex and relationships education, when issues around RSE arise naturally as part of the study of other subjects, subject teachers will need to be involved. On occasions the teaching of apparently unrelated subjects will lead to discussions of a sexual nature. As long as this is relatively limited and within the context of the topic being studied then this will not be considered as part of the sex and relationship education program. The issues raised must be dealt with honestly but in this situation, teachers must have regard to the policy on sex education and ensure that they follow its guidance. This may be especially sensitive when students who have been withdrawn from sex education lessons are present in the class. In this case teachers need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

The table below outlines when each element of our sex education is taught to students:

Curriculum Element	Year Group	Term
Consent	Years 8,9 and 10	Y8 and Y9: Spring 2 Y10: Autumn 2 and Summer 2.
Safer Sex/Contraception	Y8 and Y10	Y8: Spring 2 Y10: Summer 2
STIs and STDs	Y10 and Y11	Y10: Summer 2 Y11: Spring 2
Sexualised Behaviour	Years 8,9,10, and 11	Y8 and Y9: Spring 2 Y10: Autumn 2 and Summer 2 Y11: Spring 2
Pornography	Y10	Autumn 2
Sharing Sexual Images	Y7, Y9, and Y10	Y7: Spring 2 Y9: Spring 2 Y10: Autumn 2 and Summer 2
Sexual Exploitation	Y10	Autumn 2 and Summer 2
Sexual Harassment	Y10 and 11	Y10: Autumn 2 Y11: Spring 2

Students who are withdrawn from some parts of sex education should be provided with alternative resources. In the case of a small number, they may be able to conduct this under supervision in the Learning Resource Centre. If there are larger numbers, then it will be necessary to re-organise groups delivering PSHCE for the period of the RSE content. It is the responsibility of the PSHCE coordinator to organise these arrangements with the Assistant Headteacher overseeing PSHCE.

Parents wishing to see the RSE program, the materials used and/or the PSHCE scheme of work may do so upon request by contacting the Headteacher. Parents can see when RSE is going to be delivered in school via the school website, where the curriculum map details the units and topics to be covered in the year in PSHCE. Parents will also be informed when RSE is going to be delivered in school to their child via the school's newsletter with an invitation to support the work being done in school by discussing issues at home.

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 safety
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff. Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to be inclusive of all, and activities will be planned to make sure all are actively involved.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1

The program will be delivered through PSHCE lessons.

In the delivery of RSE, within PSHCE, teachers use a variety of teaching methods and resources, including:

- Discussion
- Drama and role play
- Research and presentation
- Video and PowerPoint presentations

Teachers also use other teaching methods to enable students to learn about RSE which are age appropriate, taking-into-account the developmental needs of individual students. Resources are selected and used sensitively. Materials are reviewed regularly with the PSHCE lead. In a program where the aim is to foster respect for a range of moral frameworks, we strive to use resources that are appropriate, and which meet the needs of all students. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

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. We will inform parents and carers of any deviation from our published policy 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
- Carefully consider the level of differentiation/adaptive teaching

### **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, developmental stage and background of our 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.

### **6.3 Dealing with Sensitive Issues**

Teachers are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his or her responsibility to follow the school's Child Protection Policy.

### **6.4 Controversial Issues**

Staff should be sensitive to different cultural and religious attitudes to sexual behaviour. It is important however, that whatever the background of students they develop a responsible attitude to sex, relationships and becoming parents. Students should also be informed of the law concerning sexual conduct.

'Controversial issues' sometimes arise in addition to the planned program of sex education when students ask questions about them. These should be answered honestly but teachers will need to use their discretion and judgement about how to deal with explicit issues raised by students.

### **6.5 Dealing with individual students**

It is important that if individual students approach teachers, then the teacher listens and talks to them. In some circumstances, for example, if the teacher believes the student is distressed or in danger, then it may be appropriate to try and persuade the student to ask for help from parents or other agencies. This may involve further support from the school. It may also be necessary to inform the DSL and the Headteacher about your concerns.

If there is a risk that the teacher may be compromised in any circumstances then it would be wise to be accompanied by another, more senior teacher.

If a teacher is approached by a student for specific advice on contraception or other aspects of sexual behaviour, they should talk to the student but make it clear that they cannot give advice on such matters. Wherever possible, the student should be encouraged to seek advice from his or her parents or a relevant health service professional, for example the family planning service or School Nurse.

### **6.6 Confidentiality**

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998

## 6.7 Child Protection

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates concern for a student's welfare or that child abuse is taking place, the teacher is bound by law to refer that student to the DSL in school, giving a value free report of the disclosure. The DSL may wish to talk to the parents or the Social Services, or to arrange for the student to be counselled. If it is appropriate these actions should be negotiated with the student.

In cases where a teacher learns from an under 16-year-old that they are having, or contemplating having sexual intercourse, the teacher will inform the DSL. They will make a judgement on appropriate action.

They will also make clear to the student that they cannot guarantee confidentiality.

## 7. Use of external organisations and materials

We will make sure that any 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 pupils. 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:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - 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:
  - What they're going to say
  - 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 upon request

We **won't**, 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**

### **8.1 The governing board**

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

The governing board has delegated the approval of this policy to Ed Hillyard

### **8.2 The headteacher**

The headteacher 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 pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

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

Cat Tookey (Head of PSHCE) will lead a team of staff through the delivery of RSE.

### **8.4 Pupils**

Pupils 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 components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record.

When the Headteacher receives notification of the wish to withdraw, they will invite the parents to a meeting, at which the Headteacher or Deputy Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from RSE and placed in another classroom where different subject classwork can be completed under supervision.

Parents will be given the DfE support pack for parents who withdraw their children for RSE as presented in the school's basic curriculum (DfE Guidance 0116/2000).

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

If staff have concerns or need guidance or support in this area they should approach the PSHCE coordinator.

It is the responsibility of the Senior Teacher for Staff Development to ensure that all members of staff understand the school approach to sex education. If necessary, this should be reinforced at the Faculty level.

## **11. Monitoring arrangements**

RSE is monitored by the school's Head of PSHCE. It is this post-holders responsibility to:

- i. ensure that RSE occurs in the school's curriculum according to the schemes of work for PSHE;
- ii. monitor the use of teaching and learning styles;
- iii. monitor the use of teaching materials;
- iv. evaluate the effectiveness of the school's program.

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

This policy will be reviewed by the PSHCE Lead annually. At every review, the policy will be approved by Governing Body.

Agreed: April 2026

Review: April 2028

**Appendix 1: Curriculum map**

**Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y7	Spring 2	Content: <ul style="list-style-type: none"> <li>• Becky’s Story- Family</li> <li>• Mikey’s Story- Online Gaming</li> <li>• Lee-Ann’s Story- Grooming</li> <li>• Harry’s Story- Sexting</li> <li>• Sexual and Gender Orientations</li> </ul>	
Y8	Spring 2	Content: <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Negative Relationships</li> <li>• Gender Stereotypes</li> <li>• Sex and Relationships</li> <li>• Safer Sex and contraception</li> </ul>	
Y9	Spring 2	Content: <ul style="list-style-type: none"> <li>• Consent</li> <li>• Assumptions</li> <li>• Freedom and capacity to consent</li> <li>• Forced Marriage</li> <li>• FGM</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y10	Autumn 2	Content: <ul style="list-style-type: none"> <li>• Negative Relationships</li> <li>• Relationship Abuse</li> <li>• Consent: intimacy</li> <li>• Pornography</li> <li>• Coercion</li> <li>• Sexual Harassment</li> </ul>	
	Summer 2	Content: <ul style="list-style-type: none"> <li>• STIs/Sexual Health</li> <li>• Safe Sex</li> <li>• Sexual Exploitation</li> <li>• Pregnancy</li> <li>• Abortion</li> <li>• Adoption</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y11	Autumn 2	Content: <ul style="list-style-type: none"> <li>• Prejudice and stereotyping</li> <li>• Discrimination/Equality rights</li> <li>• Violence against women &amp; girls</li> <li>• divorce/single parenting discrimination</li> <li>• LGBTQ+ rights</li> </ul>	
	Spring 2	Content: <ul style="list-style-type: none"> <li>• Sexual Harassment</li> <li>• STIs/Sexual Health</li> <li>• Miscarriage</li> <li>• Personal Hygiene/safety</li> <li>• Health Screening</li> </ul>	

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

Topic	Pupils should know	Covered during...
Families *Need to add in content on families and parenting for Sept 2026.	<ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available</li> </ol>	Y7, 8 & 10 Relationships and Y11 Discrimination  Y8 RSE  Y9 RSE

Topic	Pupils should know	Covered during...
	<p>to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</p> <ol style="list-style-type: none"> <li>4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>5. That forced marriage and marriage before the age of 18 are illegal</li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</li> <li>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</li> </ol>	<p>Y8 &amp; 9 Relationships</p> <p>Y9 Relationships</p> <p>Y11 Discrimination and RSE</p> <p>ADD IN FOR SEPT 2026</p> <p>Y8,9, 10 &amp; 11 Relationships</p>
<p>Respectful relationships, including friendships</p>	<ol style="list-style-type: none"> <li>1. 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>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> </ol>	<p>Y7-11 Relationships and Y11 Discrimination</p> <p>Y8 Citizenship: rights and Y11 Discrimination</p>

Topic	Pupils should know	Covered during...
	<p>3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</p> <p>4. What tolerance requires, including the importance of tolerance of other people's beliefs</p> <p>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</p> <p>6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</p> <p>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p> <p>8. 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</p> <p>9. How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual</p>	<p>Y7-11 Health and Well-Being units</p> <p>Y8 Citizenship: rights and British Values</p> <p>Oracy skills embedded in PSHCE throughout.</p> <p>Y10 Relationships &amp; Y10 Health and Well-Being</p> <p>Y7 Bullying and Cyberbullying lesson</p> <p>Y7 Bullying and Cyberbullying lesson</p> <p>Y10 Health and Well-being</p> <p>Y11 Discrimination</p> <p>Y10 Health and Well-Being</p> <p>Y8,9, 10 &amp; 11 RSE</p>

Topic	Pupils should know	Covered during...
	<p>orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</p> <p>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</p> <p>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</p> <p>12. 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</p>	<p>Y9 Wider world: gender stereotypes and misogyny Y11 Discrimination</p> <p>Y9 RSE Y10 RSE Y11 Discrimination</p> <p>Y10 RSE</p> <p>Y9 Wider World: stereotypes and misogyny</p>
<p>Online safety and awareness ** checking with Computing what they cover in their lessons and where we may need to add in</p>	<ol style="list-style-type: none"> <li>1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>2. About online risks, including that any material they provide provides 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> </ol>	<p>Y8 &amp; 9 Health and Well-Being</p>

Topic	Pupils should know	Covered during...
<p>content for Sept 2026</p> <p>*** need to add in content on conspiracy theories and misinformation for Sept 2026</p>	<ol style="list-style-type: none"> <li>3. 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>4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</li> <li>5. 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</li> <li>6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</li> <li>7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by</li> </ol>	<p>Y7 RSE</p> <p>Y8 &amp; 9 Health and Well-Being</p> <p>Y7, 9 &amp; 10 RSE</p> <p>Y7, 9 &amp; 10 RSE</p> <p>Y7, 9 &amp; 10 RSE</p>

Topic	Pupils should know	Covered during...
	<p>deepfakes and how to identify them</p> <p>8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. 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 glamourise behaviours which are unhealthy and wrong</p> <p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</p> <p>10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</p> <p>11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. 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</p> <p>12. How information and data is generated, collected, shared and used online</p> <p>13. 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)</p> <p>14. That criminals can operate online scams, such as using fake</p>	<p>Y7 &amp; 10 RSE</p> <p>Y8 &amp; 9 Health and Well-Being/ Y9 Wider World: misogyny</p> <p>Y9 &amp; 10 Health and Well-Being</p> <p>Y7 RSE</p> <p>Y9 &amp; 10 H&amp;WB/ Y10 RSE</p> <p>Y9 WW: Misogyny</p> <p>Y10 RSE</p>

Topic	Pupils should know	Covered during...
	<p>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</p> <p>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. 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</p>	Y10 RSE
Being safe	<ol style="list-style-type: none"> <li>1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</li> <li>2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</li> <li>3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</li> <li>4. 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</li> </ol>	<p>Y7-11 RSE</p> <p>Y7-11 RSE</p> <p>Y, 7 8 &amp; 10 Relationships</p> <p>Y7 Relationships</p> <p>Y8,9 &amp; 10 Relationships</p>

Topic	Pupils should know	Covered during...
	<p>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 should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <p>5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</p> <p>6. 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</p> <p>7. About concepts and laws relating to:</p> <ul style="list-style-type: none"> <li>a. Sexual violence, including rape and sexual assault</li> <li>b. 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>c. Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>d. Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>e. Forced marriage</li> <li>f. Female genital mutilation (FGM), virginity testing</li> </ul>	<p>Y10 H&amp;WB: first aid</p> <p>Y8-11 RSE</p> <p>Y7-11 RSE</p> <p>Y9 and 10 RSE</p> <p>Y7-11 RSE</p> <p>Y7-11 RSE</p> <p>Y9 &amp; 10 RSE</p> <p>Y11 WW: economics, gambling</p> <p>Y9 RSE</p> <p>Y9 RSE</p>

Topic	Pupils should know	Covered during...
	<p style="text-align: center;">and hymenoplasty</p> <p>8. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>9. 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</p> <p>10. 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</p> <p>11. 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</p>	<p>Y10 RSE</p> <p>Y10 RSE</p> <p>Y10 RSE Y7-10</p>
Intimate and sexual relationships, including sexual health	<p>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</p> <p>3. 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</p>	<p>Y10 RSE</p> <p>Y8, 9 &amp; 10 RSE</p> <p>Y8, 9 &amp; 10 RSE</p>

Topic	Pupils should know	Covered during...
	<p>more than just consent</p> <ol style="list-style-type: none"> <li>4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>5. That some sexual behaviours can be harmful</li> <li>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</li> <li>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help</li> <li>8. How the 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</li> <li>9. About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</li> <li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</li> <li>11. How and where to seek support for concerns around sexual</li> </ol>	<p>Y8, -11 RSE</p> <p>Y7-11 RSE</p> <p>Y8,10 &amp; 11 RSE</p> <p>Y8,10 &amp; 11 RSE</p> <p>Y8,10 &amp; 11 RSE</p> <p>ADD IN HIV PREV. FOR SEPT 2026</p> <p>Y8, 10 &amp; 11 RSE</p> <p>Y9,10 &amp; 11 RSE</p>

Topic	Pupils should know	Covered during...
	<p>relationships including sexual violence or harms</p> <p>12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</p>	<p>Y7-11 RSE</p> <p>Y8-11 RSE and H&amp;WB</p>

**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	