

Relationship and Sex Education (RSE) Policy

2026 - 2027

‘Because Children Deserve Better’

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1. Introduction

At Pivot, learners are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual learners so that they may become valuable, positive and have an active place in society. This entitlement is for all young people at Pivot, regardless of age, gender, race, religion or disability.

Relationships and Sex Education (RSE) is a fundamental part of our curriculum offer and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

2. What is relationship and sex education (RSE)

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It is about understanding the importance of family life as well as of stable and loving relationships and actively promoting Fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It involves acquiring information, exploring issues and forming positive beliefs, values and attitudes and supports young people in developing self-confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building learners' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our learners grow, they will understand their rights as global citizens but also the responsibility that this brings.

RSE is not about the promotion of sexual activity. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as help to identify potential child protection issues. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

3. Aims and objectives

This policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding RSE including its content, progression and delivery, and that the learners receive their educational entitlement. It is our intention that all learners can experience a bespoke and relevant programme of RSE at a level which is appropriate for their age, cognitive and physical development with differentiated provision, as required. Taking account of the age, maturity, needs of the young people and any sensitive issues, our resources may be amended. Curriculum planning is shared with parents as part of the annual RSE consultation with parents, in advance of reviewing this policy. This policy will be published on the Pivot website and made available to parents upon request.

The aims of RSE at Pivot are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare learners for puberty and give them an understanding of sexual development

and the importance of health and hygiene.

- Help learners develop feelings of self-respect, confidence and empathy - cultivating positive characteristics such as kindness and integrity.
- Teach learners the correct vocabulary to describe themselves and their bodies.

4. Statutory guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education, and RSE compulsory for all pupils receiving secondary education.

Independent schools are required to meet the Relationships Education, Relationships and Sex Education and Health Education requirements contained within the Independent School Standards framework, including Standard 2A.

This policy complies with Standard 2A of the Education (Independent School Standards) Regulations 2014 (as amended) concerning Relationships Education, Relationships and Sex Education and Health Education.

5. Links with other policies

This policy should be read in conjunction with the following Pivot policies:

- Safeguarding and Child Protection Policy
- Teenage Pregnancy Policy
- Anti-Bullying Policy
- ICT and Internet Acceptable Use Policy
- Equality and Information Objectives Policy
- Behaviour Policy

6. RSE curriculum planning and parent consultation

Our RSE curriculum is set out as per Appendices A, B, C and D. We may need to adapt it, as and when necessary, to meet the needs of our learners. A full audit of the new content requirements for the RSE curriculum has taken place by PSHE subject specialists.

We have developed the curriculum in consultation with parents and carers, learners and staff, considering the age, developmental stage, needs and feelings of the young people in our schools. Parents and carers will be consulted when the policy is reviewed and whenever significant changes are proposed to the curriculum.

7. RSE delivery

We teach RSE in the context of Pivot's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community. Whilst RSE means that we give learners information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in Pivot. Pivot is also aware

of the preparing for adulthood outcomes as set out in the SEND Code of Practice and ensures that RSE teaching is adapted, personalised and delivered in an accessible way.

RSE content is taught by teachers across identified curriculum strands (i.e. Physical Development and Wellbeing, Social and Emotional Development and Wellbeing, as well as Communication) and through a sequence of identified milestones. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input.

RSE is set in the context of a wider whole-school approach to supporting learners to be safe, ready, respectful and prepared for life beyond school. RSE also sits within the context of the school's broader philosophy and approach to developing learners socially, morally, spiritually and culturally and its pastoral care system. RSE is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement with learners to ensure that an atmosphere is created where learners feel safe to be able to discuss concerns, feelings and relationships. It should be recognised that questions from learners will be addressed and dealt with in the most appropriate manner and not disregarded.

To support the delivery of RSE related outcomes a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material on the internet and visits. Topics are presented using a variety of views and beliefs so that pupils can form their own informed opinions but also respect others that may have different opinions.

Our learners are mostly taught in small, mixed-age classes so that their individual needs can be met and they can be taught their actual next steps to support progress. However, with PSHE and RSE, we are committed to teaching the skills that learners need both developmentally and age-related so that they are prepared for life beyond the classroom. We work closely with parents to ensure that we are teaching RSE content that is both age appropriate and that supports them to stay safe and secure in their community. Our formative assessments ensure that we track curriculum coverage and any gaps in PSHE learning are filled, as a priority.

As an example, there may be a learner who is in Year 6 and working at KS1 age-related stages across the curriculum. We would teach objectives appropriate to the learner in English and Maths, which would include KS1 objectives whilst still being aspirational to drop in opportunities for KS2 learning in areas of strength. However, in PSHE the age-appropriate KS2 RSE content would be covered and delivered in a way appropriate to the learner and not avoid those difficult conversations should they arise.

We are committed to ensuring that our PSHE curriculum is robust enough to support our learners with the issues they are faced in life and within their community. Our PSHE team work closely with our safeguarding team to address current issues and respond to the individual needs of learners. Our current development is the addition of 'Danielle' to our KS3 curriculum. Danielle is a computer programme that supports learners with understanding and discussing healthy relationships; it is cutting edge and demonstrates our commitment to tackling sensitive issues which are crucial for our learners now, and in their future adulthood.

8. Answering difficult questions

- If a learner asks a difficult question during a whole or small group class session, staff will be expected to answer honestly and factually.

- Where possible, learners will be encouraged to use the question box approach.
- Learners' questions will be answered according to their maturity and understanding with support from parents.
- The programme will be designed to focus on male and female learners; activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of healthy relationships.
- All staff must model positive behaviour and be conscious of and avoid perpetuating stereotypes when answering questions.

Curriculum queries may need to be discussed with the Senior Leadership Team and/or Designated Safeguarding Leads. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that learners are fully informed and don't seek answers online. The question box may be used as a distancing technique to prevent over exposure of concepts outside of learning objectives

9. Terminology

It is recommended that young people learn the language associated with body parts, supporting them in talking to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

10. Areas of responsibility

The Board of Directors

The board will approve the RSE policy and hold the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across school, for sharing all resources and materials with parents, and for managing requests to withdraw learners from non-statutory components of RSE.

Staff

All staff will ensure that:

- Positive attitudes towards RSE are modelled.
- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and learners can work together in a supportive atmosphere in which all members can speak with confidence and without fear and embarrassment, anxiety, or breach of confidentiality.
- All learners are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- The teaching of RSE is delivered in ways that are accessible to all learners with SEND; and plan suitable lessons to ensure that they are personalised and differentiated to meet the learner's individual needs.

- Positive behaviour is modelled - avoiding language that might perpetuate harmful stereotypes, being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Any safeguarding concerns or disclosures made are reported to the school's Designated Safeguarding Lead (DSL).

11. Sensitive issues

From time to time, sensitive issues will be raised by learners. It is important that all individuals concerned with the delivery of RSE at Pivot are aware of the agreed values framework. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that learners may hear these terms through different sources, such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the learner's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response; staff will always be sensitive to underlying problems which may be worrying a child.

Teaching will support learners to recognise and report sexual harassment, sexual violence, harmful sexual behaviour and child-on-child abuse.

12. Parental right to withdraw

Parents/carers have the right to withdraw their young person from the non-statutory elements of sex education delivered as part of the RSE lessons up to and until three terms before the age of 16. After this point, if the learner wishes to receive sex education rather than being withdrawn, the school will arrange this.

Any parent wishing to withdraw their child from the RSE curriculum and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Headteacher. A copy of withdrawal requests will be placed in the learner's educational record and the Headteacher will discuss the request with parents. Before granting a request to withdraw, the Headteacher will discuss the educational benefits of receiving sex education and any concerns raised by parents. In exceptional circumstances, for example because of a safeguarding concerns or a learner's specific vulnerability, the headteacher can refuse a request to withdraw the learner from sex education.

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

There is no right to withdraw from Relationships Education or Health Education.

13. Working with external agencies

Pivot is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. Where Pivot uses external agencies, the credentials of the visiting organisations or parties will be checked. Pivot will also ensure that the teaching delivered by the visitor fits within the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age and developmentally appropriate and accessible for all learners. Any materials that are used as part of the delivery must be approved by the school in advance of the session. Pivot Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with. External agencies must be prepared to share their resources with parents, on request.

14. Monitoring and evaluating the policy

Parents and carers are consulted when developing and reviewing this policy.

This policy needs to be read in conjunction with the following policies:

- Parents and Carers Complaints procedures
- Curriculum policy
- PSHE policy

15. Appendix 1: Planning available to parents

The PSHE curriculum is available on request.

Foundations	Long term planning (PSHE with topic based planning)
Primary	Long term planning PSHE
Secondary	Long term PSHE plans
Nurture	Nurture curriculum
Nurture (class based model)	PSHE long term plan – Nurture (class-based model)

16. Appendix 2: Curriculum maps

Foundations Pathway	Autumn	Spring	Summer
	Autumn 1	Spring 1	Summer 1
	Health and Wellbeing: Healthy Lifestyles Health and Wellbeing: Mental Health	Relationships: Families and Close Positive Relationships Relationships: Friendships	Living in the Wider World: Shared responsibilities Living in the Wider World: Communities
	Autumn 2	Spring 2	Summer 2
	Health and Wellbeing: Growing and Changing Health and Wellbeing: Keeping Safe Health and Wellbeing: Drugs, Alcohol and Tobacco	Relationships: Managing Hurtful Behaviour and Bullying Relationships: Safe Relationships Relationships: Respecting Self and Others	Living in the Wider World: Economic Wellbeing – Money Living in the Wider World: Economic Wellbeing – Aspiration, Work and Careers

Primary Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Core theme: health and wellbeing Managing Feelings - Identifying and expressing feelings Healthy Lifestyles - Healthy Eating		Core theme: relationships Self-Awareness - Managing Strong Feelings Self-Awareness – Playing and Working Together Managing Feelings - Kind and Unkind Behaviours Rules and Law		Core theme: living in the wider world The World I Live In - Respecting Difference Between People Changing and Growing – Baby to Adult	
KS2 A	Core theme: health and wellbeing Self-Care, Support and Safety – Taking Care of Ourselves Self-Awareness – Things we are Good at Healthy Lifestyles – Keeping Well		Core theme: relationships Self-Care – Support and Safety, Trust Self-Care – Support and Safety, Keeping Safe Changing and Growing – Dealing with Touch		Core theme: living in the wider world The World I Live In – Rules and Law The World I Live In – Keeping Safe Online The World I Live In – Jobs People Do	
KS2 B	Core theme: health and wellbeing Changes and Growing, Self-Awareness – Changes at Puberty Changes and Growing, Self-Awareness – Getting on with Others Healthy Lifestyle -		Core theme: relationships Self-Awareness, Changing and Growing – People who are Special to Us Self-Awareness, Changing and Growing – Different Types of Relationships Self-Awareness, The World I Live in – Things we are Good at Self-Awareness, The World I Live in – Respecting Differences		Core theme: living in the wider world The World I Live In, Self-Awareness – Belonging to a Community The World I Live In – Taking Care of the Environment The World I Live In - Money	

Secondary Pathway (including LINKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 A	Healthy Lifestyles	Positive Relationships and Values	Media Literacy and Digital Resilience	Legal Drugs and Alcohol	Puberty and Sexual Health	Choices and Pathways
KS3 B	Managing Personal Risks and Safety	Respectful Relationships and Consent	Learning Skills and Careers	Illegal Drugs	Contraception and Parenthood	Financial Choices
KS4 A	Healthy Related Decisions with Managing Risks and Personal Safety	Social Influences	Media Literacy and Digital Literacy	Healthy Lifestyle and Mental Wellbeing	Contraception, Parenthood and Relationship Values	Financial Choices
KS4 B	Alcohol, Tobacco and Legal Drugs	Healthy Relationships /Consent/ Danielle Programme (gender-based violence)	Learning Skills, Choices and Pathways	Sexual Health and Fertility	Forming and Maintaining Healthy Relationships	Employment Rights – Ready for Work and College

Nurture Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 A	Transition (Managing Feelings)	Social Interactions/Anti-Bullying Week (Changing and Growing)	In the Home (The World I Live In)	General Health and Managing Needs (Healthy Lifestyles)	Keeping Safe in the Community (Self-Care, Support and Safety)	Learning Skills (Self-Awareness)
KS3 B	Mental Health and Wellbeing (Managing Feelings)	Puberty (Changing and Growing)	Keeping Safe Online (Self-Care, Support and Safety)	Diet (Healthy Lifestyles)	Learning Skills/Career Pathways (Self-Awareness)	Independent Travel Training (The World I Live In)
KS4 A	Learning Skills (Self-Awareness)	Body Image and Contraception (Changing and Growing)	Smoking, Drugs and Alcohol (Healthy Lifestyles)	Legal and Justice Systems (Managing Feelings)	Public and Private (Self-Care, Support and Safety)	Pathways to Employment (The World I Live In)
KS4 B	Mental Health and Wellbeing (Managing Feelings)	Relationships and Sex Education: Danielle Programme	Managing my Money (The World I Live In)	Keeping Safe Online (Selfcare, Support)	Living Arrangements and Independent Travel (The World I Live In)	Transition

		(gender-based violence) (Changing and Growing)	Live In)	and Safety)	World I Live In)	
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17. Appendix 3: What learners should know by the end of primary school

By the end of primary school learners should know

Topic	Learners should know
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That 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 • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • 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 • 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 • That not every child will have the friends they would always like, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including 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 • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • 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 background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They

	should have opportunities to consider issues like self-esteem and building a sense of their own identity • 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. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • 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 • 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 • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report 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 • Where to get advice, for example from their family, school and/or other sources

18. Appendix 4: What learners should know by the end of secondary school

By the end of secondary school learners should know

Topic	Learners should know
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and 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
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 with strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

	• The role of consent, including 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 • 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). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • 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
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 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 • 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 • 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 • 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 videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be

	caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. 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
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. 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 should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it

	• That sexual harassment includes unsolicited sexual language, attention 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-inappropriate 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 medical attention when required, for example after an assault
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, withhold or remove consent at any time, even if initially given, as well as the considerations that people might consider 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 medically and legally accurate and impartial information on all options, including keeping

	the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • 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
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19. Appendix 5: Form for parents/carers to withdraw children from the sex education components of the RSE curriculum

To be completed by parents/carers			
Name of child		Class	
Name of parent		Date	
Reason (s) for withdrawing from sex education within relationships & sex education			
Any other information you would like the school to consider			
Parent or carer signature			
To be completed by the school: agreed actions from discussion with parents / carers			
Staff members name			