



## Education My Life Matters

### Relationship, Sex and Health Education Policy

Approved by: Independent Executive Board

Date: April 2026

Next review due by: April 2027

This policy has been developed and reviewed through ongoing consultation with learners, families and carers, and staff.

During the review of this policy – Learners, families and carers and staff were consulted during the Spring Term 2025 so all concerns could be addressed.

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## 1. Aims.

The aims of Relationship, Sex and Health Education (RSHE) at EMLM is:

- To promote inclusivity, as established in the Equality Act 2010
- Provide a framework in which sensitive discussions can take place
- To teach learners to be safe
- 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
- To teach learners the importance of permission and consent in relationships
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As an Independent School and an Alternative Provision, we must provide RSHE to all learners under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, 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 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 EMLM, we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, learners and parents. The initial consultation and policy development process began during the Summer Term in 2023 and a further consultation to provide additional updates has taken place and the resources were shared with families.

Delivery involved the following steps:

- A letter from the [Head of School](#) was sent to all parents on [13<sup>th</sup> April 2026](#). This letter set out the [three](#) week consultation process
- Publication of the draft policy, syllabus and example materials on the school's website for parents
- A face to face meeting in school for parents on [Thursday 16<sup>th</sup> April 2026](#) at 3.30pm, including a presentation (available on website) and the opportunity to ask questions about the policy, syllabus and materials.
- An online meeting on Thursday [23<sup>rd</sup> March 2023](#) at 3.30pm, including a presentation (as above) and the opportunity to ask questions about the policy, syllabus and materials.
- Individual parent consultation meetings, where the above was to be discussed in detail
- Staff INSET [April 2026](#) to look at and comment on the draft policy, syllabus and example materials
- Learners also participated in reviewing draft policy, syllabus and example materials with the [Head of School](#) where they shared their views

See EMLM Relationships, Sex and Health Education (RSHE) Policy and Syllabus : Parental Consultation Process and Timeline published on the website for further information.

At EMLM we regularly review the RSHE policy and syllabus during parent/carer consultation meetings to ensure we are working in partnership and our families have a clear understanding of this subject and resources used.

#### 4. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

#### 5. Curriculum

Our RSHE curriculum is set out as per Appendix [Appendices 1 and 2](#), this will be reviewed and adapted as and when ~~as and when~~ necessary.

We have developed this curriculum, working in consultation with parents, learners and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our learners. 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.

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

#### 6. Delivery of RSHE

RSHE will be taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

We will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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 focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

It is important for secondary aged learners 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 RSHE curriculum, see **Appendices 1 and 2**.

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 in advance, and share any relevant materials on request.

These areas of learning will be delivered by appropriately trained members of staff and 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 /LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, or young carers or kinship carers).

We will also be mindful of the law and legal requirements as set out in the Equality Act 2010,, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

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We will teach about these topics in a manner that:

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

We will also:

- Make sure that learners 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

## 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 RSHE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- 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 learners' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that any external agency/organisation and any materials used are appropriate and in line with our legal duties around political impartiality.

We, at EMLM are responsible for what is said to learners. 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 RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with learners' 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 **are** 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
  - **Inform all external organisations that the school is legally obliged to share all content with parents and carers**
  - **Share all external materials with parents and carers**

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- **Work with agencies who don't allow their material to be shared with parents and carers**

## 8. Roles and Responsibilities

### 8.1 Board Members

The Board Members will approve the RSHE policy after consultation period **and any review** and hold the **Head of School** to account for its implementation.

### 8.2 The Head of School

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

### 8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

- 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) Winsome Fletcher.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the [Head of School](#).

#### **8.4 Learners**

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

#### **9. Parents' right to withdraw**

Parents have the right [to request](#) to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the [Head of School](#).

A copy of withdrawal requests will be placed in the pupil's [learner's](#) educational record. The [Head of School](#) will discuss the request with parents/[carers](#) and take appropriate action, for instance:

Sharing the curriculum with you

Making a record of the discussion

Advising you of your rights and your child's entitlement

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

[and provide the parents/carers with their decision in writing.](#)

[In exceptional circumstances, for example because of a safeguarding concern or a learner's specific vulnerability, the Head of School can refuse a request to withdraw the learner from sex education.](#)

#### **10. Training**

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

The [Head of School](#) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

#### **11. Monitoring arrangements**

The delivery of RSHE is monitored by the curriculum leader for RSHE through:

Curriculum reviews

Learning Walks

Routine curriculum quality assurance

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

This policy will be reviewed annually or in the event of any statutory updates. At every review, the policy will be approved by the Board Members.

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**Appendix 1: Y7-11 Long Term Overview for RSHE which is taught within the personal, social, health and economic (PSHE) education curriculum.**

Year Group	Autumn Term 1 Health & Wellbeing	Autumn Term 2 Living in the wider world	Spring Term 1 Relationships	Spring Term 2 Health & wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the wider world
Y7	EMLM Core Values <b>Transition and safety</b> Personal safety in and outside school Basic first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills Raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines Influences on health Puberty Unwanted contact FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) Relationship boundaries	<b>Financial decision making</b> Saving Borrowing Budgeting Making financial choices
Y8	<b>Drugs and alcohol</b> Alcohol and drug misuse Pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices Different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Y9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Y10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Y11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## Appendix 2: By the end of secondary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness wellbeing and their importance for bringing up children</p> <p><del>What</del> Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, including that they may 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., including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>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.</p> <p><del>Why marriage is an important relationship choice for many couples and why it must be freely entered into</del></p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

Respectful relationships, including friendships

About the characteristics of positive and healthy friendships relationships of all kinds, (in all contexts, including online and offline) including romantic relationships. For example, learners should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

Practical steps they can take in a range of different contexts to improve or support respectful relationships

How stereotypes, in particular stereotypes based on sex, gender, 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

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

What constitutes sexual harassment and sexual violence and why these are always unacceptable

How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Learners 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 learners 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

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 in romantic and sexual relationships. Learners 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. Learners should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay

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

TOPIC	LEARNERS SHOULD KNOW
	<p>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>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>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

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Online safety and media 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 someone 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 shared further and not to share personal material which is sent to them. Learners 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. Learners should understand the serious risks of sending material to others, including the law concerning the sharing of images

What to do and where to get support to report material or manage issues online

The impact of viewing harmful content

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

TOPIC	LEARNERS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• That specifically sexually explicit material e.g. pornography and other online content, often presents a distorted picture of people and their sexual behaviours, and can damage the way people see themselves in relation to others and negatively affect how they 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> </ul> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p> <p>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>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</p> <p>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>

<p>Being safe</p>	<p>The concepts of, and laws relating to, <del>sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships</del></p> <p><del>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</del></p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>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>About concepts and laws relating to:</p> <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> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p>
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TOPIC	LEARNERS SHOULD KNOW
	<p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</p> <p>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>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>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>

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TOPIC	LEARNERS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>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>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That some sexual behaviours can be harmful</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>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</p> <p>The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about regular testing and the role of stigma</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment,</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms</p> <p>How to counter misinformation and get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

**Appendix 3: Parent/Carer Form requesting their child's withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of Learner		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	Include notes from discussions with parents and agreed actions taken. E.g. Name will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project.		