



King's Group Academies

Academy Name

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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1. Introduction

King's Group Academies (KGA) is committed to providing '**Opportunity and Success on a Global Stage**' for all pupils. We recognise that children and young people are growing up in an increasingly complex world, navigating life both seamlessly on and offline. This environment presents exciting opportunities but also significant challenges and risks. RSE is a vital component of our educational provision, designed to equip pupils with the knowledge, confidence, and moral framework necessary to be safe, healthy, and successful global citizens.

Our approach to RSE is holistic, embedding our core values of **Honesty, Faith, and Courage** to ensure pupils leave our academies ready to form positive relationships and contribute constructively to society.

2. Definitions

For the purpose of this policy:

Relationships and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral, and emotional development. It encompasses the understanding of the importance of stable and loving relationships, both on and offline, alongside the values of respect, love, and care for family life. RSE involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes. It provides young people with the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

Health Education (Physical Health and Wellbeing)

This strand of the curriculum enables pupils to understand their changing bodies and feelings. It helps pupils further the language they use to talk about their bodies, health, and emotional norms. It involves understanding variations in emotions and physical complaints, and where health, wellbeing issues, and concerns begin. Health Education enables pupils to make the connections between physical and emotional changes (regardless of gender and identity), the impact on their physical health and wellbeing, their capacity to learn, and their mental health and wellbeing.

3. Principles and Values

King's Group Academies believes that RSE must be guided by clear principles and values that align with the Trust's ethos:

- **Honesty, Faith, and Courage:** RSE actively promotes the Trust's core values.
 - **Honesty** through teaching integrity, self-respect, and responsible behaviour within all relationships.
 - **Faith** through encouraging compassion, self-belief, and the confidence to seek help and trust others.
 - **Courage** through developing the ability to stand up for what is right, challenge discrimination and prejudice, and be an 'upstander'.
- **A Universal Entitlement:** RSE is an integral part of the lifelong learning process, starting in early childhood and is an entitlement for all young people.
- **Respect and Inclusion:** The programme encourages pupils and teachers to share and listen to each other's views, acknowledging the right to hold and express different values and opinions, including those concerning sexual orientation and gender identity. The paramount values taught are love, respect, kindness, generosity, and care for each other.
- **Safe Environment:** We aim to generate an atmosphere where questions and discussion on personal or sexual matters can take place, free from stigma or embarrassment.
- **Partnership with Parents:** We recognise that parents/carers are the prime educators in teaching their children about relationships, growing up, health, wellbeing, and sex. We aim to work in



partnership with parents/carers and pupils, consulting them about the content and most effective approach.

- **Community and Safeguarding:** We recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals. RSE teaching will always highlight how to seek help and be aware of sources of confidential advice, support, and treatment.

4. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop the confidence and self-esteem to value themselves and others, respecting individual conscience and the skills to judge what kind of relationship they want.
- Ensure pupils understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Equip pupils to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex, including violence in teenage relationships.
- Ensure pupils understand the true meaning of consent, permission seeking and refusal.
- Develop awareness and understanding of their evolving sexuality and the spectrum of gender identity.
- Challenge discrimination, sexism, and all forms of prejudice, becoming an 'upstander' and not a 'bystander'.

5. Statutory requirements

As part of King's Group Academies, each academy must adhere to the following statutory requirements, having regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

[ACADEMY INSTRUCTION: Select and retain only the relevant section below for your phase (Primary or Secondary Academy) and delete the others.]

Primary Academies, insert:

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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 404 to 407 of the Education Act 1996



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

At **[Academy Name]**, we teach RSE as set out in this policy.

Secondary Academies, insert:

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 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At **[Academy Name]**, we teach RSE as set out in this policy.

6. Policy development

This Trust-wide framework policy has been developed to ensure consistency and compliance across King's Group Academies. **[ACADEMY INSTRUCTION: You MUST consult with parents/carers when developing and reviewing your RSE policy, and it is good practice to consult with staff and pupils, too. Adapt the text below to reflect your academy's specific consultation process and delete the instructions.]**

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 academy 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 the Trust Board, ratified and adopted by Local Governing Bodies.



7. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. We will share all curriculum materials with parents and carers on request.

8. Delivery of RSE

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

The academy 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.

Across our academy, RSE is delivered in a manner that:

- Consider how a diverse range of pupils will relate to the topics.
- Is sensitive to all pupils' experiences, ensuring pupils feel safe, supported, and able to engage with the key messages.
- Takes place within the context of family life, ensuring there is no stigmatisation of children based on their home circumstances (e.g., single-parent families, same-sex parents, adoptive parents, foster parents).
- Fosters a global outlook and cultural awareness by ensuring content promotes respect and understanding for different viewpoints, values, and cultures.

[ACADEMY INSTRUCTION: Select and retain only the relevant Primary or Secondary delivery section below, ensuring you complete any yellow highlights or bracketed instructions within that section, and delete the other.]

(Primary Academies Insert)

- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.
- The guidance recommends that primary academies teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.
- **[Add brief information about any sex education you provide in addition to what's covered in the science curriculum.]** Primary sex education will focus on: preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.
- **[Include a section on how resources or materials will be formally assessed prior to use.]**
- **[Include a section on how pupils will be assessed, although formal examinations are not required in primary.]**

(Secondary Academies Insert)

- RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.



- 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.
- 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 includes, but is 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; Online behaviours; Pornography; Abortion; The protected characteristics; and The age of criminal responsibility.
- **[Include a section on how resources or materials will be formally assessed prior to use.]**
- **[Include a section on how pupils will be assessed.]**

9. Roles and responsibilities

9.1 The King's Group Academies Trust Board and Local Governing Body (LGB)

The **King's Group Academies Trust Board** approves this RSE policy framework. The **Local Governing Body (LGB)** approves any academy specific changes to the policy and holds the Headteacher to account for its implementation at the academy level.

9.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the academy, that staff responsible for delivering have had relevant training, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 10).

9.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group.
- Modelling positive attitudes to RSE, and embodying the KGA values of Honesty, Faith, and Courage.
- 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 academy's Designated Safeguarding Lead (DSL) **[insert DSL name here]**.
- **[Include names/roles of those responsible for teaching and/or leading RSE in your academy. Insert here.]**



10. Parents' right to withdraw

[ACADEMY INSTRUCTION: Select and retain only the relevant Primary or Secondary withdrawal section below, ensuring you complete any bracketed instructions, and delete the other.]

(Primary Academies Insert)

Parents/carers do not have the right to withdraw their child from relationships education. Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

(Secondary Academies Insert)

Parents/carers have the right to request to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the academy will arrange this. The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

11. Working with External Agencies

King's Group Academies recognises that working with external partners enhances the delivery of RSE by providing specialist knowledge and different ways of engaging with young people.

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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](#)
 - [RSE Statutory Guidance 2026](#)
 - [Political Impartiality in Schools Guidance](#)
- 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
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

When an academy uses external agencies, the following Trust-wide protocols must be strictly followed:

- The credentials and background of the visiting organisation and any individual visitors must be checked by the Academy DSL and/or Headteacher.
- The teaching delivered by the visitor must fit with the planned RSE programme and the published policy.
- Any materials used as part of the delivery must be approved by the Headteacher or RSE lead in advance of the session.
- The academy must ensure that the content delivered is age-appropriate and accessible for all pupils, including those with SEND.
- The Head of academy will take reasonably practicable steps to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views (Education Act 1996).
- The visitor must be aware of the Trust's Safeguarding Policy, including aspects of confidentiality and the clear process for dealing with safeguarding reports. The Academy staff member must be present in the room for the duration of the session.

12. Safeguarding, Reports of Abuse and Legal Context

The foundation of RSE is keeping children safe, and the curriculum plays a significant role in preventative education by providing pupils with the knowledge and confidence to identify risks, seek help, and understand the legal framework of relationships.

12.1 Confidentiality and Reporting Abuse

- We will allow children an open forum to discuss potentially sensitive issues. Children will be made aware of the processes to enable them to raise their concerns or make a report (including concerns about a peer or friend) and how any report will be handled.
- In line with Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff will never promise a child that they



will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (DSL) is mandatory.

- Health professionals in an academy are bound by their professional codes of conduct but have a duty to share information with relevant others if they believe that a child is suffering abuse.

12.2 Legal Context: Young People and Sexual Activity

The RSE curriculum teaches the relevant legislation whenever applicable, keeping in mind that the legal age of consent remains 16.

Young People Under the Age of 13 Years

A child under 13 is not legally capable of consenting to sexual activity (The Sexual Offences Act 2003). Any intimate sexual activity involving a child under 13 is classed as a very serious offence.

- Any case of sexual activity involving under 13s must be reported to the police and children's social care.
- All actions, decisions made and rationales for them must be fully documented.

Young People Between 13 and 16 Years

Sexual activity with a young person in this age group is a criminal offence.

- Any case of sexual activity involving 13–15-year-olds must be recorded in line with safeguarding procedures and discussed with the DSL for consideration regarding next steps. This will be dealt with in line with our safeguarding and child protection policy, which includes consideration of and referrals to police and/or social care.

The RSE curriculum teaches:

- The importance of the legal age of consent (16).
- The emphasis of the law is on proving that enthusiastic consent is secured by the person initiating sex, and not the assumption that it has been obtained.

12.3 Fraser Guidelines

RSE staff and health professionals working with the academy should be aware of the Fraser Guidelines, which relate to a young person's ability to consent to medical treatment (specifically contraception) without parental knowledge.

Fraser Guidelines states that:

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment, or both without parental consent.

These procedures are read in conjunction with the [NSPCC Gillick competence and Fraser Guidelines information](#).



Child protection concerns

When using Fraser guidelines for issues relating to sexual health, you should always consider any potential child protection concerns:

- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 should always result in a child protection referral.
- If a young person presents repeatedly about sexually transmitted infections or the termination of pregnancy this may be an indicator of child sexual abuse or exploitation.
- You should always consider any previous concerns that may have been raised about the young person and explore whether there are any factors that may present a risk to their safety and wellbeing.
- You must always share child protection concerns with your DSL, even if a child or young person asks you not to.

13. Assessment and Evaluation

Assessment is carried out, where appropriate, and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

- All staff will consistently use scientifically correct terminology for body parts, including the genitals, breasts, and pubic hair. Using the correct language avoids misunderstandings, promotes respect, and strengthens our approach to safeguarding pupils.
- The RSE lead and/or PSHE Coordinator will oversee the monitoring and evaluation of RSE, ensuring it aligns with the Academy's plans for monitoring the quality of teaching and learning.
- The RSE programme contributes directly to the Academy's evaluation of personal development, behaviour, and welfare, as well as the spiritual, moral, social, and cultural development of pupils.

14. 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 academy, such as academy nurses or sexual health professionals, to provide support and training to staff teaching RSE.



[Insert Academy Name] Policy Local Information Form General Information

Academy Lead for this Policy: [Insert Name/Role, e.g., SENCo, Careers Leader, or Attendance Lead].

Date Approved by Local Governing Body (LGB): [Insert Date].

Next Review Date: [Insert Date — usually annually or every three years depending on the policy].

Relationships & Sex Education Curriculum Map

[ACADEMY INSTRUCTION: Complete the table below with your academy's specific RSE curriculum map. Include as much detail as you can, including links to resources you will use or sharing examples. The Trust mandates transparency with parents/carers.]

Year group	Term	Topic/theme details	Resources
<i>[E.g., Year 2]</i>	<i>[E.g., Spring 1]</i>	<i>[E.g., Relationships:] Things that cause conflict between me and my friends, What I do when my friend makes me upset</i>	<i>[E.g., PSHE materials, videos]</i>

Statutory Knowledge Requirements

[ACADEMY INSTRUCTION: Primary Academies retain the Primary table and Secondary Academies retain the Secondary table. Delete the table that is not applicable to your phase.]

By the end of primary academy pupils should know: (Content follows sections 479-483 of the uploaded content)



Topic	pupils should know
Families and people who care for me	<ul style="list-style-type: none"> ● 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 academy 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	<ul style="list-style-type: none"> ● 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 like at all times, 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



Topic	pupils should know
Respectful, kind relationships	<ul style="list-style-type: none"> ● The importance of respecting others, including in families and friendships. pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● 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



Topic	pupils should know
Online safety and awareness	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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, academy and/or other sources



Secondary academies insert:

Appendix 2: By the end of secondary academy pupils should know

Topic	pupils should know
Families	<ul style="list-style-type: none">● 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



Topic	pupils should know
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships ● How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal ● The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. pupils should understand what it means to be treated with respect by others ● What tolerance requires, including the importance of tolerance of other people's beliefs ● The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict ● The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders 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 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 ● 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



Topic	pupils should know
	<ul style="list-style-type: none">• 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 academy 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



Topic	pupils should know
	<p>deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <ul style="list-style-type: none">● 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



Topic	pupils should know
	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● That some sexual behaviours can be harmful ● The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making ● That there are choices in relation to pregnancy. pupils should be given 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



Parent/carer form requesting their child's withdrawal from sex education within RSE

[ACADEMY INSTRUCTION: Remove this Appendix if your academy is a Primary academy that only teaches Relationships Education.]

To be completed by parents/CARERS	Class	Date:
Name of child		
Name of parent/carer		
Reason for withdrawing from sex education within relationships and sex education		
Any other information you would like the academy to consider		
Parent/carer signature		

To be completed by the academy	
Agreed actions from discussion with parents/carers	<i>[Include notes from discussions with parents/carers and agreed actions taken.]</i>