



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy Secondary

Policy/Procedure management log

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Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of

their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

1. Aims

- The aims of relationships and sex education (RSE) in our trust 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 to 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

2. Statutory requirements

At The Birley Academy, we must provide relationships and sex education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not 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 at primary level.

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 (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 The Birley Academy, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with central staff, academy staff, pupils, parents/carers and community groups, including faith groups. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academies
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups, so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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 community groups, including faith groups and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

6. 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 trust 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 and within this consider online safety

Across our secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

The secondary RSE curriculum will consider pupils prior learning expand on the content covered in the primary curriculum. Where appropriate, the academy 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 include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials 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 ages 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 Headteacher in the academy 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).

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. Before any new teaching resources or materials are introduced into the classroom, they will undergo a formal assessment process to ensure compliance with the academy's standards and statutory requirements. This process will include:

- **Content Review:** Materials will be checked for accuracy, relevance and alignment with the curriculum. Language, imagery and examples will be evaluated to ensure they are age appropriate and culturally sensitive.
- **SEND and Accessibility Compliance:** Resources will be assessed for accessibility features (e.g., alternative formats, readability). Adaptations will be considered for pupils with SEND, ensuring equitable access to learning.
- **Safeguarding and Ethical Considerations:** Materials will be screened for any content that could pose safeguarding concerns or conflict with the academy's values.
- **Approval Process:** All new resources must be approved by the Headteacher or a designated senior leader before use. A record of approved materials will be maintained for accountability and future reference.
- **Periodic Review:** Resources will be reviewed annually or when curriculum changes occur to ensure continued appropriateness.

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

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

- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 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 are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

Our academy will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
 - Safe and supported to participate and interact
 - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

6.2 Use of resources, including digital resources

The academy will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

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

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

When vetting materials used by external organisations, the academy **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where they 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 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and then content can be shared with parents and carers
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, 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 via an email to SLT and or using the on-call system for support (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives)
- 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
- Our academy 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

8. Roles and responsibilities

Key Staff	
Full name of Academy	The Birley Academy
Contact details	T: 0114 239 2531 Email: enquiries@birleysecondaryacademy.co.uk
R.S.E Lead	Miss Kirsty Robinson T: 0114 239 2531 Ext: 2274 Email: KirstyRobinson@birleysecondaryacademy.co.uk
Designated safeguarding Lead	Tracey Shelly T: 0114 239 2531 Ext: 2311 Email: TracyShelly@birleysecondaryacademy.co.uk

8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through local governing bodies.

8.2 EMT

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

8.4 The headteacher

The headteacher is responsible for making sure that Relationship Education and Relationship and sex education(RSE) and health education is taught consistently well across their academy and in age-appropriate way. The headteacher should also make sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education (RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education (RSE) and health education curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling and maintaining 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)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

In the academy, the following staff have responsibility for teaching RSE in the following year groups

Year Group	Staff
Year 7	Tbc
Year 8	Tbc
Year 9	Tbc
Year 10	Tbc
Year 11	Tbc

8.6 Pupils

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

Leaders are responsible for ensuring that pupils who are not present full-time on-site at the academy receive a curriculum that encompasses the statutory components of RSE.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their children 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.

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

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. In this circumstance the headteacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff training is held on Thursdays within the school's CPD schedule. RSHE training is embedded into this cycle and occurs on a termly basis.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Kirsty Robinson, Assistant Head through Lesson planning and resource checks, lesson drop ins (Steplab), Academy Book Scrutiny and Trust Quality Assurance visits.

Pupils' development in RSE is monitored by Teachers as part of our internal assessment systems via end of topic assessments each half term. Monitoring will be completed through regular class observations and curriculum checks. This enables leaders to evaluate how the curriculum intent is being implemented in practice and to assess the impact on pupils' knowledge, understanding, and personal development over time, informing ongoing review and improvement of provision.

Reviews of the Personal Development curriculum will take place annually, with Trust alignment and development reviews used to support the monitoring of the curriculum.

This policy will be reviewed by Kirsty Robinson, Assistant Headteacher annually. At every review, the policy will be approved by the board of governors.

Expected Impact

- Students: Greater emotional resilience, better understanding of relationships, consent, mental health and online safety, leading to respectful and inclusive behaviour.
- Staff: Increased confidence and consistency in delivering challenging content.
- School Culture: Stronger ethos, improved staff-student relationships and a sense of safety and respect.
- Ofsted: Strong PSHE supports Personal Development, SMSC, British Values and safeguarding evidence.
- Safeguarding: Early identification of issues like abuse, exploitation, or poor mental health.

Appendix 1 – Curriculum overview for RSE

Theme	Year 7	Year 8	Year 9	Year 10	Year 11
Families	• Family types including different committed, stable relationships and how our relationships impact on our development • The roles and responsibilities of parents including contribution to human wellbeing and successful parenting characteristics • The importance of early years experiences for a child's development • Where to seek support if there are concerns around family relationships	• Marriage including common law marriage myths and the legalities of marriage • Civil Partnerships including their rights and protections as recognised partnerships • Cohabitation including the benefits and legal implications • Where to seek support if there are concerns around family relationships	• Transitions of 'family' over their lifetime including birth, death, separation and new relationships including how to navigate the changes in relationships • Being able to assess the safety of different relationships including friendships and new family relationships • Where to seek support if there are concerns around family relationships	• Forced and arranged marriages including what they are, how they take place and the legal implications • Where to seek support if there are concerns around arranged and forced marriages	• Judgement on safe relationships including how to seek support in regard to violence or harm • Recognition of changes in family dynamics over time and how to handle these positively as we transition to adulthood • Where to seek support if there are concerns around family relationships

Respectful Relationships

- Positive, healthy relationship characteristics including online and offline, romantic or non-romantic relationships
- Managing conflict in a healthy way in relationships including ending them
- Understand the role of consent, trust, mutual respect, boundaries, privacy and tolerance in relationships
- Self Esteem including developing own interests, hobbies, friendships groups and development of relationships

- Legal rights and responsibilities around equality and the treatment of others
- Skills that pupils can develop to support respectful behaviours including communicating within relationships and strangers
- Identifying misogyny and other forms of prejudice including the legal implications and impact socially
- The role of consent in all aspects of romantic and sexual relationships including ethical behaviour and consideration to the

- The importance of consent in sexual relationships
- What respect looks and sounds like in relationships, including sexual relationships
- Where to seek support if there are concerns around respectful relationships
- What stereotypes are including race, gender, gender reassignment, religion, sex, sexual orientation and disability. How these stereotypes can impact on people

- Influence of social media and trends on sexual relationships
- How pornography can influence negative sexual behaviours and attitudes by normalising harmful sexual behaviours and disempowering some people leading to a sense of sexual entitlement
- Healthy relationships and communication including boundaries and preferences
- Where to seek support if there are concerns around

- Discrimination, misogyny and bias including the impact on society and the relationships we develop into adulthood
- Hate crimes and extremism including how it can distort our view of other people and impact on the relationships we have with those individuals
- The importance of equality and respect in relationships including how inequalities of power can impact on behaviour in relationships including sexual relationships
- How some sub-cultures might influence our understanding of sexual ethics including sexual norms endorsed by so-called 'involuntary celibates' (incels)

	throughout adolescence	needs and vulnerabilities of the other person		healthy respectful relationships	or online influencers
	• Tolerance including why it is important and what it looks like • Bullying including different types, the impact of bullying, bystanders and reporting • Where to seek support if there are concerns around respectful relationships	• Where to seek support if there are concerns around respectful relationships			• Where to seek support if there are concerns around respectful relationships
Online Safety & Awareness	• Responsibilities and rights of online use including understanding that expectations online are the same as	• The impact of social media in regards to conflict including how social media accounts can be fake and AI generated	• Online awareness of inappropriate material including material containing misogyny, violence and the use of	• How information and data is collected, shared and used online	• How AI is rapidly developing and it is important to think critically about new forms of technology online and how they can pose a risk

off line

- Awareness of the dangers of sharing/distributing online images or videos including social and legal implications and how to seek support
- How to report issues surrounding the distribution of online content including information, videos and images
- The difference between public and private online spaces and related safety issues

- Cyber bullying and the impact of peer pressure online including identifying when social media is used for bullying, harassment, coercive behaviour and stalking
- That providing material could be circulated further and the laws concerning the sharing of images or personal information
- That online content can distort and glamourise behaviours which are unhealthy and wrong
- Where to seek support if there are concerns around online safety

weapons and the legal implications of it

- The distorted view that explicit material can portray and mislead young people and the impact it can have on sexual behaviours and misogynistic views
- Sextortion including identifying risk and where to seek support
- Where to seek support if there are concerns around online safety

- That criminals use online scams and fake websites to extort money and personal information including how to keep themselves safe from scams
- That distributing explicit material is a criminal offence including keeping or forwarding indecent or sexual images of children under 18 years of age regardless of whether it is of them or someone else, fake or real
- That AI chatbots are an example of how AI is developing, and that these can pose a risk by creating fake intimacy or offering harmful advice

- That websites can share personal data about others based on internet use, for example algorithms
- The prevalence of deepfakes including how they can be utilised for malicious intent and the harm associated
- Where to seek support if there are concerns around online safety

- Where to seek support if there are concerns around online safety

Being Safe

- Personal safety in public places- awareness, risk identification and knowing how to report any issues

- Recognising and respecting boundaries in relationships including early romantic relationships and that kindness and care requires more than just consent

- How to judge whether children, adults and sources of information are trustworthy and behave accordingly including how to seek support and reporting concerns

- How to recognise abusive or inappropriate behaviour within others or themselves and seek support

- Know that there are a range of strategies to understand and resist pressure in relationships including sexual pressure

- What FGM is and the dangers and consequences of the procedures including the laws around it and how to seek support

- Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation

- What sexual harassment and sexual violence is, risk assessing and confidently reporting behaviours

- Upskirting including the legal and moral implications of this action

- Sexualisation of the media including identifying misogyny and how to critically think about sources of information and marketing

- How pornography can normalise inappropriate behaviours and be emotionally or

- Harmful sexual behaviour including identifying, risk assessment and prevention

- That sexual harassment includes language, unwanted attention, touching sharing images without consent and pressurising

- Deepfakes and AI generated imagery including the impact on self-esteem and normalising sexual behaviours

- Rape and sexual assault- the law, identifying risk and how to report

- The legal implications of sexual acts such as strangulation or suffocation whether or not it causes injury or harm

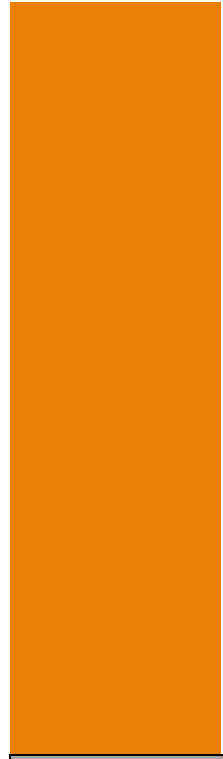
- The dangers of some sexual acts and that fixated obsessive behaviour can be a criminal offence including how to get help

- How applying pressure to the neck or covering someone's mouth can lead to injury or death

- Where to seek support if there are concerns around being safe

	Where to seek support if there are concerns around being safe		physically harmful How to seek support for worrying or abusive behaviours and how to get medical help if required	- Domestic abuse including coercive behaviour, physical assault and emotional or economic abuse and threatening behaviour- identifying risk and understanding the law - Exploitation and the laws surrounding it - Where to seek support if there are concerns around being safe	
Intimate Relationships & Sex	Understanding what the term consent means regarding our bodies	- Laws around consent and consequences for breaking those laws - Freedom to make choices	Consent and capacity to give consent including influence of alcohol and drugs	Sexual pressure and coercion including identifying risk and how to equip themselves with strategies to tackle	Love, relationships and dating including safety, respect, boundaries and 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 • 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 / signposting to medically accurate information and medical advice	- regarding sexual relationships including seeking permission and not making assumptions around consent • About sexual consent and their capacity to give, withhold or remove consent at any time. • How choices can impact all parts of our health- mental, physical and emotional • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • How and where to seek support for concerns around sexual relationships including sexual violence or harms / signposting to medically accurate information and advice	• Readiness for sex, including cultural and religious considerations • Contraceptive choices and reasons for using these including side effects, availability and how to seek support • Sexually transmitted infections- identifying risk, short term, long term effects and treatments • How and where to get appropriate medical advice and support in regards to sexual health • The choices in regards to pregnancy, including emergency contraceptive pill, abortion and adoption • The laws around consent and how that can impact on a person's decision to have sex	it • Consent- how it looks nonverbally, misinterpretations • That some sexual behaviours can be harmful to others including recognition of these and the impact • 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 and where to seek support for concerns around sexual relationships including sexual violence or	• The importance of consent even in long term relationships with people of all ages • HIV, AIDS and preventative medication • How and where to seek support for concerns around sexual relationships including sexual violence or harms / signposting to medically accurate information and medical advice
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harms / signposting to
medically accurate
information and
medical advice

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human 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 marrying 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 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
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TOPIC	PUPILS SHOULD KNOW
	• 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 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

TOPIC	PUPILS SHOULD KNOW
	• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves, or of 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 deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	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

TOPIC	PUPILS SHOULD KNOW
	• 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 take into account prior to sexual activity, such as the law, 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

TOPIC	PUPILS SHOULD KNOW
	• 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

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carers signature			

TO BE COMPLETED BY THE ACADEMY

Agreed actions
from
discussion
with
parents/carers

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