# Trinity Academy

# Relationship, Sex and Health Education Policy (Part B)

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| **Approved by:** | J Richmond | **Date:** June 2026 |
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## 1. Aims & Rationale

The aims of relationships, sex and health education (RSHE) at Trinity Academy 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
- Develop pupils' understanding of the law relating to relationships, sexual behaviour, online safety, equality and safeguarding.
- Teach pupils the correct scientific vocabulary to describe themselves, their bodies and reproductive health, empowering them to communicate confidently and seek support when needed.
- Prepare pupils for adult life by promoting healthy lifestyles, financial awareness, informed decision-making and the skills needed to contribute positively to their communities.

At Trinity Academy we teach RSHE as set out in this policy. RSHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Some content may appear challenging when listed in policy form. However, all content is taught in an age-appropriate, carefully sequenced and safeguarding-led manner, reflecting the realities young people may encounter online and in society today. The curriculum is designed to ensure that all students feel included, respected and able to engage safely in learning.

The staff delivering the RSHE sessions will do so from a Christian faith perspective, but also respectfully acknowledging other perspectives and views. Students are taught the facts and law about relationships and

sex, sexuality and sexual health in an age-appropriate and inclusive manner that enables them to make their own knowledgeable and educated choices with regards to friendships, relationships and sex. Our aim is to present facts and promote wisdom that encourages students to understand the benefits of healthy relationships, recognise unhealthy ones and appreciate the value of waiting. We also welcome external experts (Respect Me & South Yorkshire Police) to deliver material such as consent and the law in RSE sessions in Personal Development.

Through our PSHE programme, which includes assembly provision, a comprehensive tutor programme and weekly Personal Development lessons (sometimes in a whole year group lecture), we deliberately cultivate an education of character that is underpinned by our Christian ethos. At the heart of our ethos is the view that we are all 'infinitely precious, gifted for a purpose and morally responsible'. The Personal Development curriculum, through which PSHE and RSHE is partly delivered, is, therefore, a crucial part of the overall education of character through which we seek to develop wisdom, courage, self-control, and the ability to resist peer pressure.

We seek to instill in all our students how to make their own, well-informed choices with wisdom. We determine wisdom as the sensible and mature application of factual knowledge, in order that maximum benefit to mental, physical and spiritual health can be accomplished. We deliver the RSHE programme in a non-judgmental, factual way that allows scope for students to ask questions regarding relationships and sex education in a safe, respectful environment. Our students are taught the applicable law on a range of topics so that they are clear on their rights and responsibilities as citizens.

Students are encouraged to discuss issues respectfully, recognising that families and communities may hold different beliefs and values. All content is handled sensitively and age-appropriately.

## 2. Statutory Requirements

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

In teaching RSHE, 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
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## 3. Policy Development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties will be consulted with to give their views

4. Pupil consultation – we continually investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Policy will be published on the Academy's website and shared with all the relevant stakeholders

## 4. Definition

For the purpose of this policy:

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

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

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to be responsive to gaps in understanding, emerging local needs and DfE statutory guidance.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and have taken into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

As part of our wider RSHE provision, Trinity Academy uses Peerscroller, a digital learning platform developed by Yipiyap that delivers short, engaging videos created by trained peer mentors. The platform is designed to support young people in developing the knowledge, skills and understanding needed for modern life, complementing the school's RSHE curriculum.

Peerscroller supports RSHE by:

- Providing age-appropriate content on topics such as healthy relationships, wellbeing, online safety, digital citizenship, financial literacy, careers, study skills and personal development
- Reinforcing key messages around safeguarding, mental health, consent, respect, healthy choices and managing online influences, which align closely with the updated DfE RSHE statutory guidance.
- Supporting both classroom learning and independent learning through a secure app and teacher portal, enabling schools to respond quickly to emerging issues affecting young people
- Providing a trusted source of information on current topics such as vaping, attendance, digital wellbeing and online safety, helping students develop informed decision-making skills

The use of Peerscroller forms part of Trinity Academy's commitment to delivering a modern, engaging and evidence-informed RSHE curriculum that prepares students for life in a rapidly changing world and supports the requirements of the revised DfE RSHE guidance which has become statutory from September 2026 onwards.

As noted during our period of parent/carer consultation, we will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, within the academy's Personal Development lessons and through bespoke lecture-style Personal Development sessions, including Prison Me No Way, Respect Me, South Yorkshire Police. Biological aspects of RSHE are taught within the science curriculum, and some 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 students clearly, in an age-appropriate manner and in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations

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

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

RSHE complements several other curriculum subjects. Where appropriate, the academy will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be planned and delivered by members of staff who will have been appropriately trained, as part of the academy's professional development programme.

Teachers will make sure that students 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 the inclusivity of students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

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

- Diagrams
- Videos
- Discussions and practical activities
- Case Studies

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

The majority of RSHE content at Trinity Academy is taught to all students, reflecting the principle that all young people should develop a broad understanding of relationships, health, puberty, reproduction, consent, equality and personal safety. Where appropriate, and where this is judged to support learning, engagement or wellbeing, elements of the curriculum may be delivered through single-sex groups, targeted interventions, small-group teaching or individual support. Decisions about grouping arrangements will be made in line with students' age, developmental stage, identified needs and best practice guidance, ensuring that all pupils receive the full statutory entitlement to RSHE.

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). The academy is a member of the PSHE Association and uses resources that are quality assured by them. To maintain high-quality provision, the school's PSHE Lead engages in ongoing professional development and regularly attends training and updates provided by the PSHE Association. This enables the academy to remain informed of national developments, best practice and changes to statutory guidance, including the revised RSHE requirements implemented from September 2026.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued.

At the end of each unit of study, students will complete a knowledge quiz to assess their understanding. This will allow teachers to address any misconceptions and observe the areas where students will require more input going forward.

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

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

Trinity Academy may amend elements of its PSHE and RSHE curriculum to respond to the emerging needs, experiences and context of our studets. This enables us to address issues that are relevant to students in a timely, age-appropriate and sensitive manner. Information about curriculum content and resources is available to parents and carers on request.

As a Christian ethos academy, our teaching is underpinned by the values of dignity, respect, compassion, wisdom and service to others. We encourage pupils to recognise the value and worth of every individual as being made in the image of God, while fostering an environment in which different beliefs, backgrounds and life experiences are treated with respect.

Relationships and family life are taught within a broad and inclusive context. We recognise that families may be structured in a variety of ways, including single-parent families, families headed by grandparents or other relatives, adoptive families, foster families and families with same-sex parents. We also acknowledge that some children may have different support networks around them, including looked-after children, young carers and those in kinship care. Our teaching seeks to ensure that no child experiences stigma or discrimination because of their home circumstances.

Across the academy, students are taught to treat others with kindness, dignity and respect, reflecting both our Christian ethos and the fundamental British values of mutual respect and tolerance. We encourage pupils to value diversity, appreciate different perspectives and engage respectfully with those whose beliefs, backgrounds or lifestyles may differ from their own. Through discussion and reflection, pupils develop critical thinking skills, personal responsibility and the confidence to make informed and positive choices.

We are committed to promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils are supported to understand their rights and responsibilities as members of a diverse society and to contribute positively to their communities.

Across all areas of learning, we remain mindful of our legal responsibilities and help pupils develop an understanding of the law and its role in protecting individuals and communities. The academy does not condone or encourage unlawful behaviour, including violence, criminal damage, discrimination, harassment or hate crime. Through our curriculum, students are encouraged to act with integrity, compassion and respect, recognising the importance of making responsible choices that uphold both Christian values and the principles of modern British society.

## 7.Inclusivity

In line with statutory guidance for Relationships, Sex and Health Education (RSHE) and best practice in PSHE education, Trinity Academy is committed to delivering learning that is inclusive, developmentally appropriate and responsive to the needs of all students.

Our teaching will:

- Recognise and reflect the diverse backgrounds, experiences, identities and needs of our students.
- Be sensitive to the lived experiences of all children and young people.
- Be delivered in a way that enables every student to access and engage with the key learning.
- Foster a learning environment in which students feel safe, valued, respected and supported.
- Encourage open, age-appropriate discussion while ensuring that no individual or group is stigmatised or marginalised.

To support effective learning, we will use a range of teaching approaches and delivery models, including:

- Whole-class teaching
- Small-group or targeted interventions where appropriate
- Individual discussions and support when needed
- High-quality digital and blended learning resources

We recognise that students develop at different rates and may have differing levels of knowledge understanding and experience. Therefore, careful consideration will be given to adapting content, teaching approaches and resources as necessary to ensure that all students, including those with special educational needs and disabilities (SEND), can access the curriculum and achieve the intended learning outcomes.

Where appropriate, RSHE teaching will be adapted to meet individual needs while maintaining high expectations for all students and ensuring that learning remains accurate, inclusive and in line with statutory requirements. Additional bespoke RSHE provision may be put into place to support students with complex SEND needs as and when appropriate to do so.

## 8. Selecting and Using High-Quality RSHE Resources

In line with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) guidance and the PSHE Association's principles of effective practice, Trinity Academy carefully evaluates all learning resources to ensure they are accurate, appropriate, inclusive and educationally effective.

When selecting resources, we will consider whether they:

- Support the statutory learning outcomes and requirements set out in the RSHE guidance.
- Help pupils develop knowledge, skills and understanding that can be applied confidently in a range of real-life contexts and situations.
- Are appropriate to the age, developmental stage and maturity of the pupils being taught.
- Present factual, balanced and up-to-date information, drawing upon reliable evidence and recognised sources.
- Are consistent with our planned curriculum and contribute to a coherent sequence of learning.
- Have been produced by credible organisations or professionals with relevant expertise.
- Reflect our Christian ethos, academy values and commitment to inclusion and respect.

- Promote critical thinking and support effective, evidence-informed teaching and learning approaches.
- Are sensitive to the backgrounds, experiences and individual circumstances of students, including those who may be vulnerable or have experienced trauma.
- Can be used safely within the classroom without causing unnecessary distress, alarm or embarrassment.

All resources will be reviewed regularly to ensure they remain accurate, relevant, compliant with statutory guidance and responsive to the evolving needs of our students and wider community. Where appropriate, resources will be adapted to ensure accessibility and meet the needs of all learners, including students with SEND.

## 9. Use of Visiting Speakers, External Organisations and Materials Produced by an External Organisation

In accordance with the Department for Education's statutory RSHE guidance, wider safeguarding responsibilities, and the PSHE Association's principles of best practice, Trinity Academy will ensure that any external organisation, visitor or resource used to support RSHE education is appropriate, accurate, balanced and consistent with the academy's values and legal obligations.

We will ensure that all external contributions:

- Provide factual, evidence-informed and age-appropriate information.
- Are suitable for students' age, developmental stage and level of understanding.
- Support the intended learning outcomes of our planned RSHE curriculum.
- Complement, rather than replace, the professional role of academy staff in delivering RSHE.
- Are consistent with our duties relating to safeguarding, equality, inclusion and political impartiality.

Before engaging an external agency, we will undertake appropriate due diligence to ensure that its approach, materials and delivery:

- Align with the ESF RSHE Policy (Part A), the Trinity Academy RSHE Policy (Part B) and our curriculum intent for RSHE
- Reflect the requirements of the statutory RSHE guidance (September 2026)
- Comply with the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996
- Are balanced, factually accurate and free from partisan political influence
- Promote respectful discussion while enabling pupils to consider a range of perspectives appropriately.

To support quality assurance, we will:

- Review resources and presentation materials in advance wherever possible
- Be clear about the content to be delivered and the educational purpose of the session
- Understand the organisation's perspective and ensure that alternative viewpoints are not unfairly excluded where appropriate
- Seek evidence of the organisation's expertise, reputation and previous work with schools
- Conduct appropriate background checks, including online searches where necessary

- Ensure that all visiting speakers and representatives comply with the academy's safeguarding and visitor procedures
- Confirm how any photographs, recordings or personal data will be collected, stored and used
- Ensure that a member of academy staff is present throughout any session delivered by an external visitor
- Make clear that staff have the authority to challenge, redirect or terminate a session if content is deemed inappropriate or inconsistent with academy expectations and ethos
- Inform external organisations that materials used to support RSHE may be shared with parents and carers in line with our commitment to openness and transparency.

### The Academy Will Not

Under any circumstances, Trinity Academy will not:

- Engage with organisations or speakers that promote extremist, discriminatory or unlawful views
- Work with organisations that seek to influence students through partisan political campaigning or political bias
- Use resources produced by organisations whose values or practices are inconsistent with statutory guidance, safeguarding requirements or the academy's ethos
- Work with agencies that refuse reasonable requests to share teaching materials for review by the academy or with parents and carers
- Permit external contributors to deliver content that has not been appropriately quality assured or that falls outside the agreed educational objectives of the curriculum.

External agencies are used to enrich and enhance learning; however, responsibility for the planning, quality assurance and delivery of RSHE remains with Trinity Academy.

## 10. Roles and responsibilities

### 10.1 The Governing Body

The governing body will approve the RSHE policy, and hold the Principal (Mrs Victoria Gibson) to account for its implementation.

### 10.2 The Principal

The Principal (Mrs Victoria Gibson) is responsible for making sure that RSHE is taught consistently across the academy, for sharing all resources and materials with parents and carers if requested, and for managing requests to withdraw pupils from non-science components of RSHE (see section 9).

### 10.3 Staff

Staff are responsible for:

Delivering RSHE in a way that is sensitive, inclusive, high-quality and age-appropriate for each year group

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual students

Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-science components of RSHE

Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's Designated Safeguarding Lead (DSL) Mrs Victoria Wailes.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal and seek additional professional development as required.

At Trinity Academy, RSHE is primarily taught by the students' tutor in their weekly Personal Development lesson. Mrs. Muthiah is the RSHE co-ordinator and will enrich the taught curriculum with the planned inclusion of external speakers and external agencies to address specific topics. For example; South Yorkshire Police, Network Rail, Respect Me, Prison Me No Way! And South Yorkshire Fire and Rescue.

### 10.4 Students

Students at Trinity Academy are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## 11. Parents' Right to Withdraw

Parents/carers have the right to request to withdraw their child from the non-science components of sex education within RSHE up to and until 3 terms before the student turns 16. After this point, if the student 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 academy's principal.

A copy of any withdrawal requests will be placed in the student's educational record. The principal will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the principal is within their right to refuse a request to withdraw the student from sex education.

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

## 12. Professional Development &Training

Staff are trained on the delivery of RSHE as it is included in our continuing professional development programme. Aspects of RSHE teaching is also covered in the academy's regular safeguarding training.

## 13. Monitoring Arrangements

The delivery of RSHE is monitored by Mrs. J Richmond (AVP Ethos).

The teaching of RSHE is monitored with regular learning walks, quality assurance and student/staff voice.

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

This policy will be reviewed by the PSHE Co-ordinator annually. At every review, the policy will be approved by the governing body and the principal.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

We follow the PSHE Association's scheme of work and study for Key Stage 3 and Key Stage 4:

Trinity Academy

Statutory RSHE KS3 | Economic: Wellbeing and Careers KS3 | Statutory RSHE KS4 | Economic: Wellbeing and Careers KS4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 7 | Managing change and transition | First Give (social conscience project), Friendship | Friendship, bullying and emotional wellbeing | Puberty and keeping safe | Families and changing relationships | Careers and financial decisions |
| Year 8 | Belonging and community: Fundamental British values | Belonging and community | Healthy and unhealthy relationships | Careers and managing money | Health and wellbeing | The online world |
| Year 9 | Careers and future choices | Intimate sexual relationships | Navigating online harms | Character education (British Army) | Mental health and wellbeing | Drug education |
| Year 10 | Navigating the online world | Friendship, diversity and challenging extremism | Study, work and careers | Exploring consent and recognising abuse | Managing influence | Independence, health choices and wellbeing |
| Year 11 | Families, fertility and pregnancy | Safe relationships and sexual health | Wellbeing for life | Exam Intervention | Exam Intervention | External GCSE Examinations |

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

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br>• How these relationships might contribute to wellbeing, and their importance for bringing up children<br>• 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<br>• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children<br>• That forced marriage and marriage before the age of 18 are illegal<br>• How families and relationships change over time, including through birth, death, separation and new relationships.<br>• 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.<br>• 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<br>• 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<br>• 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<br>• What tolerance requires, including the importance of tolerance of other people's beliefs<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared<br>• 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<br>• 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<br>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons<br>• 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<br>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice<br>• 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<br>• 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<br>• How information and data is generated, collected, shared and used online<br>• 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)<br>• 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<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
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| | • 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<br>• 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<br>• 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<br>• 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<br>• About concepts and laws relating to:<br>  ○ Sexual violence, including rape and sexual assault<br>  ○ 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<br>  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour<br>  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation<br>  ○ Forced marriage<br>  ○ Female genital mutilation (FGM), virginity testing and hymenoplasty<br>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed<br>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury<br>• 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<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
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| 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<br>• 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<br>• 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<br>• 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<br>• That some sexual behaviours can be harmful<br>• 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<br>• 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<br>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)<br>• 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<br>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment<br>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour<br>• How and where to seek support for concerns around sexual relationships including sexual violence or harms<br>• 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 RSHE

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

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |
| | |