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# Relationships and sex education policy

**Date of Policy: Autumn 2025**

**Next Review Date: Autumn 2026**

**Curriculum & Standards**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity**

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## I. Aims

The aims of relationships and sex education (RSE) at our school 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Alperton Community School, we believe that it is vital to inform children and young people about relationships, emotions, sex, sexuality, and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and wellbeing. Effective RSE is essential if young people are to make responsible and informed decisions about their lives. It helps support young people through the physical, emotional and moral development. It helps young people learn to respect themselves and others to move with confidence from childhood through adolescence and adulthood.

## 2. Statutory requirements

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

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Alperton Community School we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or working group 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 and any interested parties were invited to Discuss the policy during parents evenings and other school events
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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 Appendix I, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

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

The school 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

At Alperton, our delivery during PSHE time:

- Will establish a safe learning environment in which open and non-judgmental discussions about sex, sexuality and sexual health can be held.
- Will develop a class agreement to ensure acceptable boundaries for discussion that safeguard children, young people and professionals.
- Will respect the privacy and confidentiality of children and young people within the boundaries of child protection, and informing young people of these rights.
- Will use methods that encourage children and young people to participate in their learning.
- Will ensure all students can access this curriculum regardless of their needs

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

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

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

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

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

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

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

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers

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
- 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 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 school, 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**

We 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

- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We 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
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our 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

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about 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 we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

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

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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.

RSE will be taught by teachers through our PSHE curriculum during form time. Form tutors will deliver most aspects of the curriculum with occasional use of external agencies and 'drop down' days for sensitive subjects.

## **8.4 Pupils**

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

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

Parents 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 child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The deputy/ headteacher will discuss the request with parents 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.

Alternative school work will be given to pupils who are withdrawn from sex 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.

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Emma Bood (PSHE Lead) and other members of the middle leadership team (Head of Years) through:

- Learning walks and regular feedback sessions. Team planning and external support
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Ms Cathcart every two years. At every review, the policy will be approved by the Curriculum and Standards governing committee.

## Appendix I: Curriculum map

### Relationships and sex education curriculum map

| KS3 Curriculum                                                                                                                                                              |                                                                                                                                                                   |                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. Health and Wellbeing                                                                                                                                                     | 2. Relationships and Sex Education                                                                                                                                | 3. Living in Wider World                                                                       |
| self concept                                                                                                                                                                | Positive relationships                                                                                                                                            | Learning Skills                                                                                |
| H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing                           | R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them | L1. study, organisational, research and presentation skills                                    |
| H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)                                                  | R2. indicators of positive, healthy relationships and unhealthy relationships, including online                                                                   | L2. to review their strengths, interests, skills, qualities and values and how to develop them |
| H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health | R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation          | L3. to set realistic yet ambitious targets and goals                                           |
| H4. simple strategies to help build resilience to negative opinions, judgements and comments                                                                                | R4. the difference between biological sex, gender identity and sexual orientation                                                                                 | L4. the skills and attributes that employers value                                             |
| H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing                                                                 | R5. to recognise that sexual attraction and sexuality are diverse                                                                                                 | L5. the skills and qualities required to engage in enterprise                                  |
| mental health and emotional wellbeing                                                                                                                                       | R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion        | L6. the importance and benefits of being a lifelong learner                                    |
| H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary                                                             | R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships                                               | Choices and pathways                                                                           |

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| H7. the characteristics of mental and emotional health and strategies for managing these to challenge stigma, myths and misconceptions associated with help-seeking and                         | R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex                                                  | L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process        |
| H8. the link between language and mental health stigma and develop strategies mental health concerns                                                                                            | Relationship Values                                                                                                                                                                            | L8. about routes into work, training and other vocational and academic opportunities, and progression routes                                                                |
| H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks                                                                                    | R9. to clarify and develop personal values in friendships, love and sexual relationships                                                                                                       | L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life                                                                          |
| H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support | R10. the importance of trust in relationships and the behaviours that can undermine or build trust                                                                                             | L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations                                                                  |
| Healthy lifestyle                                                                                                                                                                               | R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships                                                                                         | Work and Careers                                                                                                                                                            |
| H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities                                                                | R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex                                                                                                               | L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work |
| H14. the benefits of physical activity and exercise for physical and mental health and wellbeing                                                                                                | Forming and maintaining respectful relationships                                                                                                                                               | L12. about different work roles and career pathways, including clarifying their own early aspirations                                                                       |
| H15. the importance of sleep and strategies to maintain good quality sleep                                                                                                                      | R13. how to safely and responsibly form, maintain and manage positive relationships, including online                                                                                          | Employment rights and responsibilities                                                                                                                                      |
| H16. to recognise and manage what influences their choices about physical activity                                                                                                              | R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) | L13. about young people's employment rights and responsibilities                                                                                                            |
| H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices                                                                                        | R15. to further develop and rehearse the skills of team working                                                                                                                                | L14. to manage emotions in relation to future employment                                                                                                                    |
| H18. what might influence decisions about eating a balanced diet and strategies to manage eating                                                                                                | R16. to further develop the skills of active listening, clear communication, negotiation and compromise                                                                                        | Financial Choices                                                                                                                                                           |

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| choices                                                                                                                                                                                                                                                                                    |                                                                                                                                      |                                                                                                                                                                                                               |
| H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. | R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help            | L15. to assess and manage risk in relation to financial decisions that young people might make                                                                                                                |
| drugs, alcohol and tobacco                                                                                                                                                                                                                                                                 | R18. to manage the strong feelings that relationships can cause (including sexual attraction)                                        | L16. about values and attitudes relating to finance, including debt                                                                                                                                           |
| H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics                                                                                                                                | R19. to develop conflict management skills and strategies to reconcile after disagreements                                           | L17. to manage emotions in relation to money                                                                                                                                                                  |
| H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use                                                                                                                                                                         | R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations                      | L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions                                                                    |
| H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers                                                                                                                                                                                          | R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships                  | L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams                                                                                                        |
| H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use                                                                                                                             | R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support | Media literacy and digital resilience                                                                                                                                                                         |
| H27. the personal and social risks and consequences of substance use and misuse including occasional use                                                                                                                                                                                   | R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them              | L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity                      |
| H28. the law relating to the supply, use and misuse of legal and illegal substances                                                                                                                                                                                                        | Consent                                                                                                                              | L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media |

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| H29. about the concepts of dependence and addiction including awareness of help to overcome addictions                                                                          | R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances | L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues |
| managing risk a personal safety                                                                                                                                                 | R25. about the law relating to sexual consent                                                                                                                             | L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views           |
| H30. how to identify risk and manage personal safety in increasingly independent situations, including online                                                                   | R26. how to seek, give, not give and withdraw consent (in all contexts, including online)                                                                                 | L24. to understand how the way people present themselves online can have positive and negative impacts on them                                          |
| H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety                                                                                   | R28. to gauge readiness for sexual intimacy                                                                                                                               | L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them         |
| puberty and sexual health                                                                                                                                                       | R29. the impact of sharing sexual images of others without consent                                                                                                        | L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours  |
| H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing                                      | R30. how to manage any request or pressure to share an image of themselves or others, and how to get help                                                                 | L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms              |
| H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)                              | R31. that intimate relationships should be pleasurable                                                                                                                    |                                                                                                                                                         |
| H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) | Contraception and Parenthood                                                                                                                                              |                                                                                                                                                         |
|                                                                                                                                                                                 | R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')                                                |                                                                                                                                                         |
|                                                                                                                                                                                 | R33. the risks related to unprotected sex                                                                                                                                 |                                                                                                                                                         |
|                                                                                                                                                                                 | R34. the consequences of unintended pregnancy, sources of support and the options available                                                                               |                                                                                                                                                         |
|                                                                                                                                                                                 | R35. the roles and responsibilities of parents, carers                                                                                                                    |                                                                                                                                                         |

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|  | and children in families                                                                                                                                                                                                                                              |  |
|  | R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children                                                                                                                |  |
|  | Bullying, abuse and discrimination                                                                                                                                                                                                                                    |  |
|  | R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others |  |
|  | R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied                                                                                                                   |  |
|  | R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships                                                                                                                                                                        |  |
|  | R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice                                                                          |  |
|  | R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online                                                                                                                                                            |  |
|  | Social Influences                                                                                                                                                                                                                                                     |  |
|  | R42. to recognise peer influence and to develop strategies for managing it, including online                                                                                                                                                                          |  |
|  | R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support                                                                                                                |  |
|  | R44. that the need for peer approval can generate feelings of pressure and lead to increased                                                                                                                                                                          |  |

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|  | risk-taking; strategies to manage this                                                                                               |  |
|  | R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours |  |
|  | R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support                             |  |
|  | R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon         |  |

### **KS4 Curriculum**

| 1. Health and Wellbeing                                                                                                                                                                                | 2. Relationships and Sex Education                                                                                                                                                                                    | 3. Living in Wider World                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| self concept                                                                                                                                                                                           | Positive relationships                                                                                                                                                                                                | Learning Skills                                                                                                                       |
| H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback                                                                                             | R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality                                                                                         | L1. to evaluate and further develop their study and employability skills                                                              |
| H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this                                            | R2. the role of pleasure in intimate relationships, including orgasms                                                                                                                                                 | L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting                            |
| H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this | R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary                                                                                                         | L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability |
| H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing                              | R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships | Choice and pathways                                                                                                                   |
| mental health and emotional wellbeing                                                                                                                                                                  | R5. the legal rights, responsibilities and protections provided by the Equality Act 2010                                                                                                                              | L4. about the range of opportunities available to them for career progression, including in education,                                |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                           | training and employment                                                                                                                                |
| H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health                                                                                                                                                                                                                                                                                                                                         | R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them       | L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities |
| H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences                                                                                                                                                                                                                                                                                                                                | R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed          | L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities        |
| H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns                                                                                                                                                                                                                                                                                                        | R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours | Work and Career                                                                                                                                        |
| H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available                                                                                                                                                                                                                                                                                                      | Relationship values                                                                                                                                       | L7. about the labour market, local, national and international employment opportunities                                                                |
| H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] | R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours     | L8. about employment sectors and types, and changing patterns of employment                                                                            |

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| H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help | R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values | L9. to research, secure and take full advantage of any opportunities for work experience that are available                                                            |
| Health-related decisions                                                                                                                                                                                                                                            | forming and maintaining respectful relationships                                                                                                                                   | L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities |
| H11. to make informed lifestyle choices regarding sleep, diet and exercise                                                                                                                                                                                          | R11. strategies to manage the strong emotions associated with the different stages of relationships                                                                                | L11. the benefits and challenges of cultivating career opportunities online                                                                                            |
| H12. the benefits of having a balanced approach to spending time online                                                                                                                                                                                             | R12. to safely and responsibly manage changes in personal relationships including the ending of relationships                                                                      | L12. strategies to manage their online presence and its impact on career opportunities                                                                                 |
| H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health                                                                                                               | R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them                      | Employment rights and responsibilities                                                                                                                                 |
| H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help                                                                          | R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks                                                 | L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures                                                    |
| H15. the purpose of blood, organ and stem cell donation for individuals and society                                                                                                                                                                                 | R15. the legal and ethical responsibilities people have in relation to online aspects of relationships                                                                             | L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken                                                                |
| H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination                                                                                                                | R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help                                                      | L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it                                               |

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| H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds                                                                                           | R17. ways to access information and support for relationships including those experiencing difficulties                                      | Financial choices                                                                                                                                                                    |
| H18. the ways in which industries and advertising can influence health and harmful behaviours                                                                                                                                      | Consent                                                                                                                                      | L16. how to effectively budget, including the benefits of saving                                                                                                                     |
| Drugs, alcohol and tobacco                                                                                                                                                                                                         | R18. about the concept of consent in maturing relationships                                                                                  | L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks                                          |
| H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities                                                   | R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online                 | L18. to recognise and manage the range of influences on their financial decisions                                                                                                    |
| H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle                                                                                               | R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour                                                            | L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights                                                   |
| H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation                                                                                                                 | R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple                    | L20. the skills to challenge or seek support for financial exploitation in different contexts including online                                                                       |
| Managing Risk and Personal Safety                                                                                                                                                                                                  | R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences | L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts |
| H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online                                                                                                       | Contraception and Parenthood                                                                                                                 | Media Literacy and digital resilience                                                                                                                                                |
| H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) | R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner   | L22. that there are positive and safe ways to create and share content online and the opportunities this offers                                                                      |

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| H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators                                      | R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support | L23. strategies for protecting and enhancing their personal and professional reputation online                                                                                                                                 |
| H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others | R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families       | L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events |
| Sexual health and fertility                                                                                                                                                                             | R26. the reasons why people choose to adopt/foster children                                                                                                                    | L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this                                                                                                              |
| H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)                                                          | R27. about the current legal position on abortion and the range of beliefs and opinions about it                                                                               | L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this                                                           |
| H27. about specific STIs, their treatment and how to reduce the risk of transmission                                                                                                                    | Bullying, abuse and discrimination                                                                                                                                             | L27. strategies to critically assess bias, reliability and accuracy in digital content                                                                                                                                         |
| H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)                                                                                               | R28. to recognise when others are using manipulation, persuasion or coercion and how to respond                                                                                | L28. to assess the causes and personal consequences of extremism and intolerance in all their forms                                                                                                                            |
| H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services                                                                | R29. the law relating to abuse in relationships, including coercive control and online harassment                                                                              | L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern                                                        |
| H30. about healthy pregnancy and how lifestyle choices affect a developing foetus                                                                                                                       | R30. to recognise when a relationship is abusive and strategies to manage this                                                                                                 |                                                                                                                                                                                                                                |
| H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors                                                             | R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships                                                                   |                                                                                                                                                                                                                                |

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| H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy | R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them |  |
| H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice | R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support                                             |  |
|                                                                                                                                | R34. strategies to challenge all forms of prejudice and discrimination                                                                                                                          |  |
|                                                                                                                                | Social Influences                                                                                                                                                                               |  |
|                                                                                                                                | R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs                            |  |
|                                                                                                                                | R36. skills to support younger peers when in positions of influence                                                                                                                             |  |
|                                                                                                                                | R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help                  |  |
|                                                                                                                                | R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime                                                                                |  |

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| H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure                                                                                                                                                                                                                                                                            | R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion                              | L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills               |
| H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences                                                                                                                                                                                                                                                                                                            | R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships                                  | L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities |
| Mental health and emotional wellbeing                                                                                                                                                                                                                                                                                                                                                                                                   | Forming and Maintaining respectful relationships                                                                                                             | L4. the implications of the global market for their future choices in education and employment                                               |
| H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety                                                                                                                                                                                                                                        | R4. to manage mature friendships, including making friends in new places                                                                                     | Work and career                                                                                                                              |
| H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).] | R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online                | L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities                |
| H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing                                                                                                                                                                                                                                                                                     | R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy                                            | L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews                                          |
| H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support                                                                                                                                                                                                                                                                                                     | R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' | L7. how to recognise career possibilities in a global economy                                                                                |
| Healthy Lifestyle                                                                                                                                                                                                                                                                                                                                                                                                                       | R8. to use constructive dialogue to support relationships and negotiate difficulties                                                                         | Employment Rights and responsibilities                                                                                                       |

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| H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening | R9. to manage the ending of relationships safely and respectfully, including online                                                                                                                                                       | L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'                                       |
| H9. to consistently access reliable sources of information and evaluate media messages about health                                                                                      | R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships                                                                                               | L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols |
| H10. how to register with and access health services in new locations                                                                                                                    | Consent                                                                                                                                                                                                                                   | L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection           |
| H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'                                                                                | R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) | L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation          |
| H12. how to maintain a healthy diet, especially on a budget                                                                                                                              | R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent                                                                                          | L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours                       |
| H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online                                  | R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities                                                                                | Financial Choices                                                                                                                                 |
| H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it        | Contraception and parenthood                                                                                                                                                                                                              | L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)                                |
| H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely                          | R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age                                              | L14. to understand and manage salary deductions including taxation, national insurance and pensions                                               |

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| H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements                                    | R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner                                              | L15. to evaluate savings options                                                                                                                        |
| H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime | R16. how to effectively use different contraceptives, including how and where to access them                                                       | L16. to exercise consumer rights, including resolving disputes and accessing appropriate support                                                        |
| Sexual Health                                                                                                                                                                                               | R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)                      | L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice             |
| H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships                                                                                  | R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly  | L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications                                                |
| H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)                                                                                                             | Bullying abuse and discrimination                                                                                                                  | L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers                                       |
| H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment                                                               | R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online                            | Media Literacy and Digital Resilience                                                                                                                   |
| Drugs, Alcohol and Tobacco                                                                                                                                                                                  | R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships                          | L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate |
| H21. to manage alcohol and drug use in relation to immediate and long-term health                                                                                                                           | R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk | L21. to effectively challenge online content that adversely affects their personal or professional reputation                                           |
| H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking                                                | R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support                | L22. to build and maintain a positive professional online presence, using a range of technologies                                                       |

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| H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career | R23. strategies to recognise, de-escalate and exit aggressive social situations                                        | L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this |
| H24. the risks of being a passenger with an intoxicated driver and ways to manage this           | R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon | L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation                       |
|                                                                                                  | R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination         | L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation                                      |
|                                                                                                  | R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination         |                                                                                                                                                      |

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

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Families                                        | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>• 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</li> <li>• That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>• That forced marriage and marriage before the age of 18 are illegal</li> <li>• How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>• 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.</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• What tolerance requires, including the importance of tolerance of other people’s beliefs</li> <li>• 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</li> <li>• 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</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> </ul> |

| TOPIC                       | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                             | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Online safety and awareness | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> </ul> |

| TOPIC      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|            | <ul style="list-style-type: none"> <li>• 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</li> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• 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</li> <li>• 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</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• 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)</li> <li>• 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</li> <li>• 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</li> </ul>                                                                                                                                                                                                  |
| Being safe | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• About concepts and laws relating to: <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</li> </ul> </li> </ul> |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That some sexual behaviours can be harmful</li> <li>• 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</li> <li>• 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</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</li> <li>• 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</li> <li>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</li> </ul> |

| TOPIC | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                            |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <ul style="list-style-type: none"> <li>• How and where to seek support for concerns around sexual relationships including sexual violence or harms</li> <li>• 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</li> </ul> |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Being safe                                                 | <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL               |                                                                                                                                                                                                                                    |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on specific topic. |
|                                             |                                                                                                                                                                                                                                    |