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Europa School UK - Relationships Education/ Relationships and Sex Education policy

Version and Date		Action/Notes
V1.0	02/10/2020	New policy
V2.0	July 2022	Reviewed and updated curriculum mapping
V3.0	August 2023	updated for new academic year
V4.0	August 2025	updated for new academic year
V5.0	June 2026	updated for new academic year with updated curriculum mapping
Review Date July 2027		

1. Aims

At Europa School we value the importance of Relationship Education (primary) and Relationship and Sex education (secondary) to help and support young people through their physical, emotional and moral development. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationship Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Care is taken that no child is stigmatised because of his or her home circumstances.

The aims of Relationships Education (RE) / Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To help pupils build positive, healthy and respectful relationships
- To teach the importance of family, friendship, kindness and empathy
- To develop pupils' communication and social skills
- To encourage respect for others and understanding of differences
- To support pupils' emotional wellbeing, confidence and resilience
- To help pupils recognise healthy and unhealthy behaviours in relationships
- To prepare pupils to make safe and responsible choices
- To teach pupils how to behave safely and respectfully online
- To encourage pupils to seek help and support when needed
- To prepare children to become responsible, caring members of society
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an academy with a Primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Europa School non-statutory sex education is not taught in the primary phase.

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

In teaching Relationship Education/Relationship and Sex Education, we are required by our funding agreements to have regard to [statutory guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Europa School UK we teach Relationship Education/Relationship and Sex Education as set out in this policy.

As an academy school with a secondary school, we must provide RE (Relationship Education) to all pupils and RSE (Relationship and Sex Education) to all secondary pupils as per section 34 of the [Children and Social work act 2017](#).

At Europa School UK, we teach RE/RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RE/RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The School's long-term plan for PSHE follows the Department for Education's statutory guidance on Relationships Education (primary) and Relationships and Sex Education (secondary). The subject teaches pupils how to build positive, healthy and respectful relationships throughout their lives and is taught throughout all phases of the school.

In the primary phase, children learn about families and the different people who care for them, the importance of caring friendships, kindness, respect and consideration for others, as well as how to communicate safely and responsibly online. Pupils are also taught about recognising appropriate behaviour and understanding how to seek support from trusted adults.

In the secondary phase, this learning is developed further so that pupils gain a deeper understanding of respectful relationships, consent, equality, online behaviour, and the qualities needed for healthy friendships and relationships. Secondary pupils also explore how to manage conflict, recognise unhealthy or abusive behaviours, and develop the knowledge and skills needed to form safe, respectful and responsible relationships in adult life.

Sex education in the secondary school is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships.

What is Sex and Relationship Education (RSE)?

Sex and relationship education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Sex and relationship education has three main elements.

Attitudes and values:

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care.

Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing empathy and self-respect
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognising and avoiding exploitation and abuse.

Knowledge and understanding:

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Understanding the UK law around Sex and Relationships.

The Philosophy of the School

It is the philosophy of Europa School that all children experience a planned programme of relationship education (primary) and relationship and sex education (secondary) that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

There will be a whole-school approach, taught in an age-appropriate way in line with statutory guidelines. The subject will encompass all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

Dealing with Sensitive Issues

In the primary phase, teachers will endeavour to answer pupils' questions in an open, honest and factual manner where appropriate. However, there may be occasions when a question is not considered age-appropriate, relevant to the curriculum, or suitable for discussion within the classroom setting. In these situations, teachers may choose not to provide a direct answer and will respond in a sensitive and professional way, for example by explaining that the topic is not part of the learning for that year group.

In the secondary phase, governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. Teachers will be aware that they are in these lessons as facilitators and not directors of learning.

The following ground rules have been established.

Teachers should not enter into discussions about their own personal issues and lifestyles.

No one (child or adult) has to answer any personal questions.

Nobody is forced to take part in a discussion.

In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.

Meanings of words are explained in a sensible and factual way.

Sharing of personal information is not allowed in the classroom.

All teachers will make it clear where pupils can go for support if a student does want to share a personal story.

All regular safeguarding procedures will be carried out if necessary.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Europa School Sex and Relationship Education Programme

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

- Increasing confidence and responsibility and making the most of a pupil's abilities.
- Preparing to play an active role as citizens.
- Embracing a healthier lifestyle.
- Developing good relationships and respecting differences between people.

Through sex and relationship education, the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work.
- Be able to protect themselves and ask for help and support
- Be prepared for puberty

6. Delivery of RSE

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

Pupils in the secondary school also receive stand-alone sex education sessions delivered by the school nurse from Oxford Health

In the Primary School, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In secondary S1-S5, students should be taught:

- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

For more information about our RE/RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The school is committed to delivering Relationships and Sex Education (RSE) that is inclusive, accessible, and appropriately adapted to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching will be differentiated to support pupils' cognitive understanding, communication needs, emotional development, sensory needs, and social understanding. All pupils are entitled to receive high-quality RSE that supports their safety, wellbeing, independence, and preparation for adult life.

Adaptive teaching in RSE may include:

- Adapted language and vocabulary
- Visual supports, symbols, and social stories
- Pre-teaching and overlearning of key concepts
- Smaller group teaching where appropriate
- Structured and predictable lesson formats
- Use of concrete examples and real-life scenarios
- Additional processing time and repetition

- Sensory considerations within lessons
- Communication aids and alternative recording methods
- Personalised safeguarding and consent education
- Opportunities for pupils to revisit learning over time

Teachers will work collaboratively with the SENDCo and pastoral staff to ensure appropriate adaptations are made while maintaining high expectations and safeguarding principles.

Within the Science Curriculum, pupils are taught the following:

Key Stage 1:

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce.
- Recognise the main external parts of their bodies
- Know that humans and animals can produce offspring, which grow into adults
- Recognise the similarities and differences between themselves and others, and treat others with sensitivity.

Key Stage 2:

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know about the main stages of the human life cycle.

Key Stage 3 - S1-3:

- Know that fertilisation in humans... is the fusion of a male and a female cell
- Know about the physical and emotional changes that take place during adolescence
- Know about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- Know how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4 - S4-5:

- Know the way in which hormonal control occurs, including the effects of sex hormones
- Know some medical uses of hormones, including the control and promotion of fertility
- Know the defence mechanisms of the body
- Know how sex is determined in humans

*parents should be aware that children cannot be withdrawn from these Science lessons.

Specific Classroom Arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm. On occasion gender groups may be separated for example to give girls a chance to talk openly about menstrual health in a more comfortable situation.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RE/RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RE and RSE in a sensitive way
- Establishing ground rules in their RE/RSE lessons
- Modelling positive attitudes to RE and 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 RE/RSE

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

In the primary school, the deputy heads of primary are responsible for the delivery of RE. It will be delivered by the class teachers.

In the secondary school, the deputy head of Secondary is responsible for the delivery of RSE. The science component of RSE will be delivered by science teachers in their science lessons. Other components of RSE will be delivered by other subject teachers during their timetabled PSHE lesson once a week. These PSHE teachers will receive training in the delivery of RSE at the start of the school year.

7.4 Pupils

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

At the start of the year pupils will have a chance to help set ground rules for these lessons that they will then be expected to follow throughout the year.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

In the primary school non-statutory sex education will not be taught. Please note that puberty education is fully covered within the primary long-term plan and is a requirement of the Department for Education's statutory guidelines. Parents do not have the right to withdraw from any lessons taught as part of the National Curriculum for Science.

In the secondary school, parents have the right to withdraw their children from the [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.

Sex Education specifically teaches about sexual activity, sexual health, and reproduction, as distinct from the broader relationships education topics.

Which lessons contain sex education will be made clear in the curriculum overview along with when they will be taught.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the principal.

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

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

9. Training

Staff are trained on the delivery of RE/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 RE/RSE.

10. Monitoring arrangements

The delivery of RE/RSE is monitored by the deputy heads of Primary and Secondary through the following monitoring arrangements:

- Scrutiny of planning templates
- Learning walks conducted by senior leadership, teaching staff and governors
- Departmental meetings in science
- Pastoral team meetings
- Discussion and review time in education committee meetings.

Pupils' development in RE/RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the deputy heads of Secondary and Primary annually. At every review, the policy will be approved by education committees.

Appendix 1: By the end of primary school pupils should know

	PUPILS SHOULD KNOW
Families and people who care about me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ● The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ● How to manage conflict, and that resorting to violence is never right. ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	● How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ● The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	● How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ● That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. ● Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ● The conventions of courtesy and manners. ● The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ● The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. ● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	● That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ● How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. ● That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

	● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ● The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ● How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online and media	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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. • 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. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand 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. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault.

	• The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes others. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required,
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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 • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

	• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
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Appendix 2: 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	