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Relationships and Sex Education Policy

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Contents

1. Aims 1
2. Statutory Requirements 1
3. Policy Development 2
4. Definition 2
5. Curriculum 2
6. Delivery of RSE 2
7. Use of External Organisations and Materials 5
8. Roles and Responsibilities 6
9. Parents' Right to Withdraw 7
10. Training 8
11. Monitoring Arrangements 8

APPENDIX 1: Relationships and Sex Education Curriculum Map 9

APPENDIX 2.1: By the End of Primary School Students Should Know 11

APPENDIX 2.2: By the End of Secondary School Students Should Know 13

APPENDIX 3: Parent/Carer Form Requesting their Child's Withdrawal from Sex Education Within RSE 18

1. Aims

The aims of Relationships and Sex Education (RSE) at our academy is to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

At Coritani Academy, Relationships and Sex Education is firmly rooted in the principles of the Coritani Mindset, which aims to inspire excellence and develop learners who are Safe, Respectful and Ready in every aspect of their lives.

The academy's ethos emphasises creating a safe and inspiring environment where students can develop into respectful members of their communities and be prepared for their future steps in education and adult life.

RSE supports this vision by equipping students with the knowledge, skills and confidence to build healthy relationships, make informed and safe choices both in person and online, and understand themselves and others within a modern world.

2. Statutory Requirements

Coritani's primary learners must be provided with relationships education under section 34 of the Children and Social Work Act 2017.

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

Coritani's secondary learners must be provided with RSE under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

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

At Coritani Academy we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students 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 students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to reflect the needs of learners.

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

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

6. Delivery of RSE

RSE at Coritani Academy is delivered through a relationship-based approach, ensuring learning is personalised, supportive and responsive to individuals. The curriculum, set out in Appendix 1, is flexible and adapted in response to need, changes in home environments, and information shared between Home, staff, the pastoral lead and external professionals. Teaching takes place in a safe, supportive environment through small group and, where appropriate, one-to-one sessions, enabling sensitive discussion and strong staff–learner relationships.

We ensure RSE is inclusive of all learners, including those with SEND, by tailoring delivery to individual needs, emotional readiness and learning styles. As an academy supporting learners from Year 3 to Year 13, RSE is delivered progressively: primary-aged students focus on relationships, respect and personal development, while secondary and post-16 learners receive more detailed sex education, including sexual health, consent and healthy relationships. The timing and depth of

content are adapted to reflect individual readiness and pastoral insight, ensuring all learners receive appropriate, timely and supportive education. Additional support is provided by Big Talk for all learners.

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

The academy will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations

For primary learners:

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, kind relationships
- Online safety and awareness
- Being safe

In science cycle 2 primary learners in years 5 and/or 6, will be taught contraception and birth in line with the science curriculum as part of the Evolution and Inheritance module as laid out in the National Curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

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

For secondary learners:

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 academy will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

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

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

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

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

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

Lesson materials are produced in line with the PSHE Association. Their resources are used as a starting point for any adaptions but ensure we have external guidance for age related resources. The academy also makes parent copies available.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. Learners will be assessed at the end of each lesson with a reflection, endpoint assessment and signposting support plenary.

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

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

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

We may amend our curriculum content to respond to the needs and context of our students, 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 students will relate to them and is sensitive to all students' experiences. During lessons we will ensure that students feel safe and supported and are able to engage with the key messages

We will also make sure that students learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will also consider learning adaptions and the level of differentiation needed to meet the needs of all.

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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- 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 students' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the academy plans to use.

7. Use of External Organisations and Materials

We use the Big Talk team to support RSE at Coritani Academy. We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with students' 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
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We will not, 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 Academy Oversight Committee

The Academy Oversight Committee will approve the RSE policy and hold the Executive Principal to account for its implementation.

8.2 The Executive Principal

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group, so they are safe and ready for adult life.
- Modelling positive attitudes to RSE through the Coritani Mindset
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL).

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

8.4 Students

Students 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

Our RSE curriculum is delivered in line with statutory guidance, ensuring that all content is age-appropriate and developmentally appropriate, rather than strictly determined by key stage. This enables the academy to meet the diverse needs of students, including those with SEND, by adapting the way content is taught to reflect levels of understanding, maturity, and emotional readiness. While the delivery of RSE is carefully differentiated to ensure emotional and safeguarding needs are met, this does not alter or reduce the statutory requirements of the National Curriculum for Science. All students continue to access the full science curriculum, including human development and reproduction, but teaching approaches and support may be adapted to ensure accessibility and understanding for all learners.

Primary Learners:
In the primary phase, all Relationships Education and Health Education are compulsory; however, any sex education taught beyond the national curriculum science requirements (such as detailed teaching about conception) is non-compulsory. Parents have the right to request withdrawal from these additional elements. The statutory science curriculum, including basic human development and reproduction, remains compulsory for all students and cannot be withdrawn from.

Parents/carers do not have the right to withdraw their child from relationships education.
Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

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

Secondary Learners:
In the secondary phase, Relationships and Sex Education (RSE) is largely statutory; however, parents retain a limited right to request withdrawal from specific sex education elements that are not part of the national curriculum science. This does not apply to content covering relationships, health, or the science curriculum, all of which remain compulsory. By the end of secondary education, students are expected to have received a full programme of RSE to support their safety, wellbeing, and preparation for adult life.

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the academy will arrange this.

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

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

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the Executive Principal can refuse a request to withdraw the student from sex education.

Alternative schoolwork will be given to students 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 Executive Principal will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring Arrangements

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

The delivery of RSE is monitored by the Personal Development and Curriculum lead through: student voice, parent voice, planning review, learning walks, etc.

This policy will be reviewed and approved annually by the Academy Oversight Committee

This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

IET reserves the right to make amendments to this policy at any time without notice.

APPENDIX 1: Relationships and Sex Education Curriculum Map

Key Stage 2

In KS2 RSE is delivered as part of the Coritani Personal Development curriculum and is timetable within Life lessons. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3 & 4	Family and relationships – (a) Health and wellbeing – (a)	Health and wellbeing – (a) Safety and the changing body – (a)	Safety and the changing body – (a) Citizenship – (a) Economic wellbeing – (a)	Family and relationships – (b) Health and wellbeing – (b)	Health and wellbeing – (b) Safety and the changing body – (b)	Citizenship – (b) Economic wellbeing – (b)
Years 5 & 6	Family and relationships – (c)	Health and wellbeing – (c) Safety and the changing body – (c)	Citizenship – (c) Economic wellbeing – (c)	Family and relationships– (c) Health and wellbeing – (c)	Safety and the changing body – (c) Citizenship – (c)	Economic wellbeing – (c)

Key Stage 3

In Key Stage 3, RSE sits within the Coritani Personal Development Curriculum and is timetabled with PSHE. Big Talk are invited every year to support our delivery of RSE. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

Key Stage 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Year 1(AP)	Healthy living and responsible health choices.	Living in the wider world RSE content	Relationships, Identity and Safety RSE content	Health and Wellbeing RSE content	Living in the wider world	Healthy living and responsible health choices Living in the wider world Relationships, Identity and Safety Health and

						Wellbeing RSE content
Year 8 Year 2 (AP)	Health and wellbeing	Relationships, Identity, and safety	Living in the Wider World RSE content	Health and wellbeing RSE content	Relationships, Identity, and safety RSE content	Living in the Wider World
Year 9 Year 3 (AP)	Health and wellbeing RSE content	Citizenship	Relationships, Identity, and safety RSE content	Living in the Wider World	Health and wellbeing	Living in the Wider World RSE content

Key Stage 4

In Key Stage 4 RSE sits within the Coritani Personal Development Curriculum and is timetabled with PSHE. Big Talk are invited every year to support our delivery of RSE. If learners, as a group or individually, need support with relationships and/or sex education we will change the sequence of the curriculum to ensure that the knowledge and support needed are delivered at the most appropriate time.

Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Relationships RSE content	Health and wellbeing RSE content	Living in the wider world	Relationships: Relationships and Diversity RSE content	Health and Well Being: Living Responsibly	Living in the wider world: Employability
Year 2	Health and wellbeing RSE content	Living in the wider world	Health and wellbeing RSE content	Relationships RSE content	Living in the wider world	Health and wellbeing Relationships RSE content

APPENDIX 2.1: By the End of Primary School Students Should Know

Topic	Students Should Know
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships • That not every child will have the friends they would always like, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Students should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults · How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs

	• The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Students should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

APPENDIX 2.2: By the End of Secondary School Students Should Know

Topic	Students 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 marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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. Students 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. Students 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 students 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. Students 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. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared

	• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately • That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it · How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed

	• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: - Sexual violence, including rape and sexual assault - Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language - Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour - Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation - Forced marriage - Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual	• 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

health	• About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 3: Parent/Carer Form Requesting their Child's Withdrawal from Sex Education Within RSE

TO BE COMPLETED BY THE PARENT/CARER			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carer signature			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents/carers			
Name of staff member		Date	
Staff member signature			