



Relationships and Sex Education Policy

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Statutory Policy	Yes
Review Cycle	Annually
Last Review	March 2026
Next review	March 2027



Date of Review	Section/Subheading	Details of changes
March 2025	Whole Policy	All references to Personal Political and Philosophical (PPP) changed to Personal Development Curriculum (PDC)
	14. Curriculum Map	Updated to link for PDC Curriculum
March 2026	3. Policy Development	Inclusion of 'policy development' section
	6. Delivery of RSE	Included information about Life Lessons curriculum
	7. Inclusivity	Included information about how Life Lessons curriculum is designed to be inclusive (with examples)
	Parents as partners in supporting the school	Removal of 'parent as partners in supporting the school'
	Safeguarding and Safe, Effective Practice	Removal of 'safeguarding and safe, effective practice' this information is in our safeguarding policy
	Appendix 1 – Curriculum Map	Change of website link to 2025/26 curriculum map
	Appendix 2 – Outline of topics delivered by the end of secondary school.	Changed to read 'Appendix 2 – By the end of secondary school pupils should know' and updated for the 2025 statutory guidance on RSE.
Appendix 3 – Request to withdraw a student from RSE	Changed to read 'Appendix 3 – Parent/Carer form requesting child's withdrawal from sex education within RSE'	



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1. Aims

At Stoke Newington School (SNS) we believe that Relationships and Sex Education (RSE) should develop the skills, knowledge and attributes required for students to lead fulfilling lives, whilst successfully managing relationships and with knowledge of how to seek support when needed.

Our RSE programme aims to give students:

1. objective and accurate information concerning sex and relationships, whilst equipping them to make considered, well-informed decisions about their own relationships
2. a sense of moral responsibility and encourage them to respect the needs and rights of others
3. a knowledge of how the human body functions and develops
4. the opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
5. the resilience to manage challenging circumstances and know how and where to seek help both inside and outside of the school.

Our fundamental ethos and aims of RSE are broken down into the four strands below:

1. Attitudes and values
2. Personal and social skills
3. Negotiating with friends and others
4. Knowledge and Understanding

The aims of relationships and sex education (RSE) at SNS are to:

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

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). We must also have regard to our 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 (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 Stoke Newington 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:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance



- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to review the policy and give feedback
- **Pupil consultation** - we investigated what exactly pupils want from their RSE
- **Ratification** – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) at Stoke Newington School (SNS) aims to support students through their physical, emotional and moral development from childhood, through adolescence and into adulthood.

We believe that RSE is an essential part of a broad and balanced curriculum and underpins our core school values of Compassion, Ambition, Resilience and Excellence (CARE). As a maintained secondary school, we must provide RSE to all students as per the [Children and Social Work Act 2017](#). In teaching RSE, we must have due regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Stoke Newington School we teach RSE as set out in this policy. 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; it involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents and carers, pupils and staff, and considering the age, developmental stage, needs (such as cultural and religious 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. 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

Our school uses the Life Lesson curriculum. This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach.

The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings, regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

The Life Lesson's curriculum is organised in the following structure:

Transition	Relationships	Identity	Community
Moving into new year groups, and new stages of life	Having safe and healthy connections to friends, family and romantic partners Avoiding unhealthy relationships and having strong boundaries	Understanding who we are, and what we need to be happy and successful	Understanding the people around us, and what we all need to thrive
Body awareness	Becoming independent	Wellbeing	Aspiration & Money
Considering what we can do to look after our bodies and what pressures we might face to look certain ways Understanding the changes that occur during puberty	Learning how to do things with less support, so we can enjoy life and be successful	Understanding what we need to stay mentally and physically healthy Developing emotional understanding Understanding the facts about drugs, alcohol, tobacco and vaping Staying safe online and understanding the online world	Setting goals for the future and making plans to achieve them Making good decisions with the money we have

The Life Lesson's curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a "Life Lesson" objective, designed as a tangible way of practicing RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they've learned.

The RSE programme is part of our Personal Development Curriculum. This includes Personal, Social, Health and Economic Education, Citizenship and Religious Education.

The details of our curriculum are available [on our school website](#).

Any sessions led by external visitors (see section 9) are monitored, evaluated and quality assured to provide the best possible learning experience for our students. Our curriculum is based upon guidance on best practice published by local bodies such as Hackney Education and Young Hackney as well as national organizations such as PSHE Association, Sex Education Forum and Brook Advisory



Service. Inclusivity (see section 7) is central to our curriculum to uphold diversity, equal opportunities and to allow all students to access learning in line with our school values of CARE.

Students will have the opportunity to review and reflect upon their own ideas and opinions through student voice. The curriculum will be adapted to ensure concerns raised can be addressed as and when they voice concerns. Students will be able to voice opinions on resources/external agencies.

The Student Voice Body and the active citizenship component of the GCSE Citizenship Studies course will be used to review and develop the RSE programme to ensure it truly reflects the needs of students at Stoke Newington School. (See appendix 2 - Outline of topics delivered by the end of secondary school.)

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). 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.

7. Inclusivity

We will teach our curriculum in a manner that:

- Consider how a diverse range of students will relate to them
- It is sensitive to all students' experiences
- During lessons, it makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students 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

Life Lessons resources are designed to be inclusive in several different ways. They work towards conforming to the WCAG 2.2 accessibility guidelines, ensuring that all learners can see and understand the information on the screen.



Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- ‘Scaffolding’ activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people’s understanding of their feelings

8. 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, developmental stage and background of our 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 school plans to use.

9. 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 students. 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 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
- Asking to see in advance any materials that the agency may use

- Knowing the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conducting a basic online search and address anything that may be of concern to us, or to parents and carers
- Checking the agency's protocol for taking pictures or using any personal data they might get from a session
- Reminding teachers that they can say "no" or, in extreme cases, stop a session
- Making sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Sharing all external materials with parents and carers

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

10. Roles and responsibilities

10.1 The governing body

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

10.2 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 11).

10.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, 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/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 pupils 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 Headteacher.

10.4 Students

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

11. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this



point, if the pupil wishes to receive sex education rather than being withdrawn, the 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 any withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

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

12. 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.

13. Monitoring arrangements

The delivery of RSE is monitored by Mr H Tozanoglu (Assistant Headteacher – Equalities) through:

- Learning Walks
- Planning Scrutiny
- Student Voice
- Staff Voice
- Liaising with Life Lessons

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems (termly topic quizzes).

This policy will be reviewed by Mr H Tozanoglu (Assistant Headteacher – Equalities) annually. At every review, the policy will be approved by the governing board and the Headteacher.

14. Appendix 1 - Curriculum map

<https://www.stokenewingtonschool.co.uk/asset/9687>



15. Appendix 2 – By the end of secondary school pupils should know

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families
Students should know: <ul style="list-style-type: none">• 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 pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships
Students should know: <ul style="list-style-type: none">• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal• The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others• What tolerance requires, including the importance of tolerance of other people’s beliefs• The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict• The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says ‘yes’ to doing something that doesn’t automatically make it ethically okay• How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race,



religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice

- How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers

Online safety and awareness

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material they provide 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. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images
- About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online
- 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. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and



how to seek support about concerns

- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it
- 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

Students should know:

- 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. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images
- About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online
- 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. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong



- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it
- 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

Intimate and sexual relationships, including sexual health

Students should know:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex
- About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, 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. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)
- About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour



- How and where to seek support for concerns around sexual relationships including sexual violence or harms
How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment



16. Appendix 3 - Request to withdraw a student from RSE

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	
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