RSE Policy

The Vyne Community School

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1. Aims

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

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

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of 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 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; and
- 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 the Vyne Community School, we teach RSE as set out in this policy.

3. Policy development

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

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

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

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation - we investigated what exactly pupils want from their RSE

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

4. Definition

For the purpose of this policy:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity;
- RSE involves a combination of sharing information, and exploring issues and values; and
- 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 taking into account 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; and
- 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.

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; and
- 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; and
- Discussions and practical activities.

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

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

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

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

Assessment of the learning will take place through classroom discussions, prior and after learning check points and adaptations made to ensure learning and understanding has taken place.

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; and
- The age of criminal responsibility.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them;
- Is sensitive to all pupils' experiences; and
- During lessons, makes pupils feel:
    - Safe and supported; and
    - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting;
  - Small groups or targeted sessions;
  - 1-to-1 discussions; and
  - Digital formats.
- Give careful consideration to the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance;
- Would support pupils in applying their knowledge in different contexts and settings;
- Are age-appropriate, given the age and maturity of the pupils;
- Are evidence-based and contain robust facts and statistics;
- Fit into our curriculum plan;
- Are from credible sources;
- Are compatible with effective teaching approaches; and
- Are sensitive to pupils' 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.

7. Use of external organisations and materials

We will make sure that an 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 pupils' developmental stage;
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010

    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses;
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum;
- Review any case-study materials and look for feedback from other people the agency has worked with;
- Be clear on:
    - What they're going to say; and
    - 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 school is legally obliged to share all content with parents and carers; and
- Share 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; and
- Work with agencies who don't allow their material to be shared with parents and carers.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Headteacher

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

8.3 Staff

Staff are responsible for:

These are examples and need to be updated accordingly.

- 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; and
- 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) Vickie Rodgers. Iain Clay has the responsibility for the delivery of RSE as Curriculum Leader for PSHE and Citizenship.

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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/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.

Insert additional information about the actions the headteacher will take.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored by PSHE and Citizenship Curriculum Leader through Internal quality assurance processes, learning walks, work scrutinies. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7 PSHE: Curriculum Map

Year 7 - Health and Wellbeing

Health and Wellbeing Introduction
Mental Health Introduction
Building Resilience
Kindness and Empathy
Online Safety Introduction
Vaping and Smoking Cessation
Illegal Drugs Introduction
Personal and Oral Hygiene
Boys' Puberty
Periods and Menstruation (Girls' Puberty)

Year 7 – RSE

Safe, Healthy Positive Relationships
The Importance of Trust
Friendships and Fall-outs
Anti-bullying Focus
Peer Pressure and Influence
Online Grooming
Different Families, Stability and Commitment
Romantic Feelings and Falling in Love
Marriage (Includes Civil Partnerships)

Year 7 – Living in the Wider World

Personal Development and Target / Goal Setting
The Importance of Respect and Respectful Relationships
Wants, Needs and Priorities
Self-Esteem Throughout Life
Media and Online Literacy
Racism Focus
Stereotyping and Prejudice
Protected Characteristics and the Equality Act
Careers, Skills and Qualities
Money and Budgeting Introduction

Year 8 PSHE: Curriculum Map

Year 8 - Health and Wellbeing

Balanced Diet Healthy Food Introduction
The Importance and Benefits of Exercise
Lifestyle Diseases and Cancer
Eating Disorders
Social Media and Online Stress
Online Bullying and Large Group Chats
Self-Harm Prevention
Knife Crime Introduction
Exploring Identity and Diversity

Year 8 – RSE

Tolerance and Mutual Respect
Masculinity (being a great man)
Alcohol, Relationships and Risks
Cyberbullying and Online Trolls
Consent, Boundaries and Law
Contraception
Sexual Health and STIs inc. AIDS/HIV Prevention
Condoms (and how to use them)

Year 8 – Living in the Wider World

Attendance and Punctuality
Ambition, Aspiration and Realistic Careers
Employability Skills Introduction
Entrepreneurship Introduction
Saving, Managing and Investing Money
The Importance of Teamwork
Sexism in Society
Ableism (Invisible and Visible Disabilities)
County Lines and Gangs
The Importance of Communication Skills
Mental Health in the Wider World

Year 9 PSHE: Curriculum Map

Year 9 - Health and Wellbeing

Mental Health, Stigma and Language
Managing Anxiety
Happiness and Positivity
Gratefulness

FGM
The Benefits of Sleep and Sleep Hygiene
Healthy Eating on a Budget
Health Advice and Services
Prescription Drugs and Antibiotics
First Aid and CPR
Getting Ready for KS4 and the GCSE Options Process

Year 9 – RSE

Relationships and the Media / Social Media
Diverse Relationships
Gender Stereotypes and Harms
Gender Equality and Misogynistic Views
Sexual Harassment and the Law
Misogyny and the Manosphere
Pornography, Dangers and Our Brains
Grief, Loss and Separation
Conflict Management for all Relationships

Year 9 – Living in the Wider World

Responsible Finances and Avoiding Debt
Financial Exploitation and Online Fraud
Workplace Skills, AI and the Future Labour Market
Online Reputation / E-Reputation
The Importance of Community
Anti-Social Behaviour
The Importance of Volunteering
Algorithms and Dangerous Subcultures

Year 10 PSHE: Curriculum Map

Year 10 - Health and Wellbeing

Social Media and Resilience
Loneliness, Mental Health and Social Media
Deepfakes, Pornography and Malicious AI
Body Image and Social Media
Managing Social Anxiety
Cancer, Self-Examination and Screening
Unplanned Pregnancy and Choices
Illegal Party Drugs – Nitrous Oxide
Exam Stress and Stress Management
Mental Health Support and Networks
Porn, Sexual Ethics, Strangulation and Online Harms

Year 10 – RSE

Coercive, Controlling Abuse and Exploitative Relationships
Gaslighting and Emotional Abuse in Relationships
Forced Marriage and the Law
Divorce, Separation and Loss
Stalking, Sexual Harassment and the Law
Assessing Readiness for Sex
Abortion
LGBT Rights
Adoption and Fostering

Year 10 – Living in the Wider World

Social Media, Influencers and Online Validation
Hate Crime and Extremism in UK
Equity and Equality
Future Careers and the Rise of AI
Employment Rights and Responsibilities
Tattoos, Piercings, Body Modifications and Our Appearance
Work Experience Preparation
Health and Safety at Work
Cyber Crime and Online Illegal Criminal Behaviours

Year 11 PSHE: Curriculum Map

Year 11 - Health and Wellbeing
Compulsive, Unwanted and Fixed Behaviours
Mob Mentality and Criminal Behaviour
Fertility, Gynaecological, Menstrual and Reproductive Health
Personal Safety and Risk on the Streets

Year 11 – RSE
Parenthood and Brain Development Throughout life
Online Dating Dangers and Risks and The Role of Pleasure in Intimate Relationships
Parenting Costs and Considerations
Pornographic Deepfakes, Image Sharing and the Law

Year 11 – Living in the Wider World
Personal Safety – Independent Travel Abroad
Online Extremism and Radicalisation (subcultures)
Revision Management and Study Skills

YEAR GROUP	TERM & UNIT OVERVIEW
Year 7	Spring - Health and wellbeing Autumn - Relationship, Sex and Health Education Summer - Living in the wider world
Year 8	Spring - Health and wellbeing Autumn - Relationship, Sex and Health Education Summer - Living in the wider world
Year 9	Spring - Health and wellbeing Autumn - Relationship, Sex and Health Education Summer - Living in the wider world
Year ` 10	Spring - Health and wellbeing Autumn - Relationship, Sex and Health Education Summer - Living in the wider world
Year 11	Autumn - Health and wellbeing - Relationship, Sex and Health Education - Living in the wider world Spring - Study Support

Appendix 2: 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 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	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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: o Sexual violence, including rape and sexual assault o 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 o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o 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

TOPIC	PUPILS SHOULD KNOW
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 • 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

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within 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/carer signature			

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