



Ringwood School

Policy Name	Relationships, Sex and Health Education Policy
Author	Tom Cooper, PSHE Lead, and Heather Jolly, Assistant Headteacher Pastoral
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1. Aims

Our RSE policy reflects our school values by promoting respect and integrity, encouraging students to value themselves and others, develop an understanding of healthy relationships, and make honest, responsible choices. It also fosters courage and ambition by equipping students with the confidence and knowledge to speak up, set positive goals, and build safe, successful futures.

The aims of Relationships and Sex and Health Education (RSHE) 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 and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). Current guidance can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

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 Ringwood School, we teach RSHE 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:

- Review – our Personal Development Lead and Assistant Headteacher for Pastoral 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 give their views on the policy
- Student consultation – we used Student Voice to investigate what students want from their RSHE

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

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1 and individual Curriculum Maps for each year group can be viewed on our school website, however these may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents and carers, students 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. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

The overview and curriculum maps have been written in line with the PSHE Association using the Thematic Model.

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

6. Delivery of RSE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.

Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS).

The school 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.
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught

RSHE 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

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE 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. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
 - Any language or activities that repeat or enforce gender stereotypes
 - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

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). Resources and materials will be considered and assessed by the school PSHE Lead before they are used within school.

It is important for secondary students to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. 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 RSHE curriculum, see Appendices 1 and 2.

The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

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 about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all students' experiences
- During lessons, 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.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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
- Are sensitive to students' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

Use of external organisations and resources

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

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 student's developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - 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 use
- 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, check the credentials of the visitor and/or visiting organisation, 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
- Share all external materials with parents and carers on request
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for delegating the responsibility of sharing resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring student knowledge and understanding of topics
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- 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 RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher or the PSHE Lead.

Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, 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 components of sex education within RSHE up to and until 3 terms before the pupil turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

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 student'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 student's specific vulnerability, the headteacher can refuse a request to withdraw the pupil 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 RSHE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Lead and overseen by the Assistant Headteacher for Pastoral.

The delivery of RSE is monitored through:

- Learning walks
- Book looks
- Planning scrutinies
- Student feedback

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Personal Development Lead and Assistant Headteacher for Pastoral bi-annually.

At every review, the policy will be approved by the full governing board.

Appendix 1 - Curriculum Overview 2026/27

Ringwood School PSHE Curriculum Overview 2026/2027							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Off Timetable Event
Year 7	Emotional wellbeing: managing change and transition Rules and goals Emotions and distractions Positive thoughts	Friendship and bullying Hemisphere training Friendship and empathy Coercive friendships	Puberty and keeping safe Puberty and emotional changes Menstrual wellbeing and testicular health Making disclosures	Families and changing relationships Understanding changing relationships Managing change and loss Family Courts	Influences on relationships Healthy relationships Consent Relationships towards media	Financial decisions Spending decisions Getting a job and inflation Budgeting	10th November
Year 8	Health and wellbeing Dental health Sleep habits Climate change and wellbeing	Personal safety and managing risk Hemisphere training Firework safety Staying safe on the roads	Belonging and community Identity and community Discrimination and protected characteristics Values and constrictive disagreement	The online world Phones and financial risk Seeking help and support Online influence	Healthy and unhealthy relationships Sexualised media Safe online relationships Self generated intimate images	Managing money Opening a bank account Understanding a statement Managing debt	12th October
Year 9	Mental health and wellbeing Emotions and distractions Disappointments Influences and self expression	Careers and future choices Hemisphere training Exploring career interests Managing online reputation	Drug education Vaping The law and managing risk Managing influence	Intimate sexual relationships Avoiding assumptions Freedom to consent Managing the end of relationships	Managing risk in relation to the law Organised crime Cybercrime Run hide tell	Navigating online harms Self generated intimate images Deepfakes FGM	1st March
Year 10	Independence, health choices and wellbeing Informed choices and study skills Wellbeing of women Wellbeing of men	Navigating the online world Hemisphere training Affects of AI Deepfakes and Self generated intimate images	Friendship, diversity and challenging extremism Reacting to bullying Valuing diversity Understanding extremism	Managing influence Influence of money Impact of misogyny Gambling	Exploring consent and recognising abuse Role of intimacy FGM & forced marriage Relationship rights	Drugs and personal safety Assessing risk Managing influence Supporting peers	
Year 11	Study, work and careers Writing a CV Mapping a career path Identifying career preferences	Life-long wellbeing Hemisphere training Managing thinking habits and distractions Managing grief and loss	Safe relationships and sexual health Healthy and unhealthy relationships Setting boundaries Relationship behaviours	Families, fertility and sexual health pregnancy Long term commitments Fertility routes Pregnancy	Online financial harms Managing money online Controlled online spending Anti-fraud education		

Appendix 2 - by the end of secondary school 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 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
- 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

- 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 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/carers form requesting their child's withdrawal from sex education within RSE

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