

# Relationship and Sex Education Policy



# Serenity School

Approved by:	COO	Date: Sept 1 <sup>st</sup> 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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## 1. Purpose of the Policy

From September 2026, Relationships, Sex and Health Education (RSHE) will be statutory for all schools under the Children and Social Work Act 2017. Serenity School is fully committed to implementing the new requirements, including strengthened content on positive role models, challenging sexism, online risks such as AI-generated sexual imagery, and inclusive teaching of LGBTQ+ content. This policy is to give information to staff, parents, carers, governors and pupils on how it is taught and who teaches it.

Serenity School is a special needs school with a holistic approach to education and childhood development. Our provision meets the needs of children and young people with a wide range of needs including ASD, SCLN, GLD, M/SLD, etc. Our three curriculum pathways ensure that all pupils are catered for with a bespoke approach which ensures the best possible outcomes for each child.

At Serenity School, We **Care, Value and Challenge** every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to **Inclusion, Independence and Self Worth** for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development. Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

**We look after ourselves**  
**We look after each other**  
**We look after our learning and development**  
**We look after our School, our community and our world**  
**We look after our futures**

We are committed to ensuring that our learners fully immerse themselves in learning, work within a bespoke and flexible framework which is responsive to their needs, enable them to communicate, think and problem solve in a range of contexts. This policy will explain the aims of RSE within the school to ensure that our core vision of Independence, Inclusion and Self-Worth is achieved for all learners.

Our RSE scheme of work is designed to support teachers in the implementation of this subject and meet the demands of DFE.

## 2. Development of the school Policy

This policy has taken into consideration, legislation, parent voice and relevant frameworks on RSE. This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy. Online safety policy and Intimate care policy

## 3. Definition of RSE

Relationships and Sex Education (RSE) enables young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health. We recognise that not all of our children and young people will be able to access all elements of the curriculum in the same way, so teaching is differentiated to meet need.

RSE includes learning about:

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships.
- Healthy and unhealthy relationships, including those in online and virtual contexts.
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse.
- How to recognise when a relationship is coercive or controlling, why such behaviour is unacceptable and criminal, and how to seek help.
- Stereotypes and how they can lead to prejudice and discrimination, e.g. based on sex, gender, race, religion, Special Educational Need (SEN), disability or sexual orientation.

- Different types of bullying, the impact it has, and how to prevent it, get help and report it.
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- Equality and protected characteristics\* and the importance of respecting difference.
- Gender identity and developing a positive sense of self, recognising that biological sex and gender reassignment are protected in law.
- How to recognise risk and the negative impact of some online material (including on relationships), understanding what is legal and appropriate to share, and the importance of respect for others online.
- The features of healthy one-to-one intimate relationships.
- How to manage sexual pressure, including resisting pressure and the choice to delay sex or be intimate without sex.
- What makes successful parenting and the roles and responsibilities of parents.
- Contraceptive choices.
- Pregnancy, including miscarriage and pregnancy options (including abortion).
- Sexually transmitted infections (STIs), including HIV/AIDS, how they are transmitted, treated and prevented.
- The impact of alcohol and drugs on sexual behaviour.
- Where to get confidential sexual and reproductive health advice and treatment.
- The impact of pornography, including AI-generated sexual imagery ('deepfakes'), on attitudes and behaviours.
- How sub-cultures such as 'incels' may influence views of relationships and sexuality.
- The importance of recognising positive male role models.
- Ethical behaviour in relationships, beyond boundaries and consent.

In line with the updated DfE RSHE guidance (2025, statutory from September 2026), our curriculum also includes teaching that:

- Strangulation is illegal, even in the absence of visible injury.
- Misogyny and "incel" culture represent harmful attitudes and behaviours that are never acceptable.
- Deepfakes, manipulated media and other forms of harmful digital content pose risks to wellbeing, relationships and personal safety.
- Mental health and suicide prevention are central to safeguarding education, and pupils are supported to recognise warning signs, seek help and access appropriate support.

**\*The 9 protected characteristics as defined in the Equality Act 2010 are: religion or belief, disability, sexual orientation, sex, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, race.**

#### 4. Why teach Relationships Education at school?

RSHE teaching will actively challenge everyday sexism, misogyny, homophobia and stereotypes, and explore the links between sexism, misogyny and violence against women and girls.

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the curriculum offer. We want children and young people to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with peers/adults. This begins with pupils being taught about what a relationship is, what friendship is, what family means, how to build relationships, and who the people are who can help them safely.

From their start with us, all children are taught how to be kind to others, how to be respectful, the importance of honesty, turn taking, and the concept of personal privacy.

At Serenity School we believe that effective RSE is intrinsically linked to keeping children and young people safe. We are fully committed to working in partnership with families to determine the best

outcomes for our community to achieve the best outcomes for our children and young people. This includes awareness of mental health and suicide prevention, ensuring pupils know how to recognise signs of distress and where to seek help.

We want to teach the different concepts of relationships through age and SEND appropriate ways. We want to support celebrating difference and diversity. It is important for all our learners to know that everyone has the right to a healthy and safe relationship.

Relationship topics include:

- Building respectful and healthy relationships
- Families and adults who care for me
- Online relationships
- Caring relationships

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

**For these reasons, parents do not have the right to withdraw their child from Relationships Education.**

Through sex education, young people learn information that will enable them to make informed choices about their sexual development and understand how to manage risk and get help.

## 5. Values Promoted through Relationships Education

Our ambition is that all pupils feel included and supported to develop healthy, respectful relationships and live safe and healthy lives. We want pupils to have access to a curriculum that is accessible and relevant to them and meets their needs at their point of learning. Teaching relationships education will ensure that all children and young people are supported to develop respect for others and for difference, and tolerance and understanding of all aspects of diversity.

We believe that Relationships Education promotes the aims and values of our school which include:

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting and celebrating difference and diversity
- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, sex and gender reassignment\*\*
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship
- Relationships and families teaching will explicitly include same-sex parents/carers
- Healthy same-sex relationships will be integrated throughout RSHE programmes, not taught in isolation
- Pupils will be taught the facts and law relating to biological sex and gender reassignment, recognising that legal rights may vary depending on biological sex and gender reassignment
- Inclusion and the promotion of learner voice
- An active commitment to ensure an equitable curriculum that can meet the needs of all

*\*\*protected characteristics as enshrined in law through the Equality Act 2010 (others are age, marriage and civil partnership, pregnancy, maternity and race).*

## 6. Aims of Sex and Relationships Education

The aim of RSE is to help our young people to develop the skills to make positive, caring, respectful and healthy relationships, in their friendships, within families and with other adults or children. It should enable them to know what a healthy relationship looks like. It should help them to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice of others when needed. This in turn will help learners to understand the positive effects of healthy relationships on their mental wellbeing and how to identify when relationships are not right.

RSE lessons will focus on teaching children and young people the skills they need to understand changes to their bodies, aspects of growing up, and learning about human sexuality and sexual health.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build confidence and self-esteem, and supports them throughout life to develop fulfilling and healthy sexual relationships at the appropriate time. The school RSE framework supports adults working with children and young people and their families to respond to their needs appropriately, safely and in their best interests.

In line with updated statutory guidance, secondary RSHE will also include teaching about harmful influences such as pornography, toxic masculinity, misogyny and “incel” culture, alongside raising awareness of mental health and suicide prevention. Pupils will learn how to recognise warning signs, resist pressure, seek support, and access appropriate help when needed.

## 7. Use of External Organisations and Materials

Where Serenity School uses external organisations, or materials produced by such organisations, to support the teaching of Relationships, Sex and Health Education (RSHE), we will ensure that both the agency and any materials used are appropriate and in line with our statutory and legal duties, including requirements around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not 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 RSHE is balanced and that 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
    - Keeping Children Safe in Education (KCSIE)
- 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 case study materials and seek feedback from other schools or organisations that the agency has worked with.
- Be clear on what the external organisation is going to say, and its 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 present and follow the school's safeguarding procedures for these people.
- Conduct a basic online search and address any concerns that may arise for the school or for parents/carers.
- Check the agency's protocol for taking pictures or using any personal data they might obtain during a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Ensure that a teacher is always present during any sessions with external speakers.
- Share all external materials with parents/carers.
- We will not, under any circumstances:
- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the materials themselves do not appear extreme.

## 8. Roles and Responsibilities

### 8.1 The Governing Board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation. This includes ensuring that the policy reflects statutory guidance, safeguarding responsibilities (KCSIE), and the Equality Act 2010.

### 8.2 The Headteacher

The headteacher is responsible for:

- Ensuring that RSHE is taught consistently across the school.
- Overseeing the development, review and implementation of this policy.
- Providing oversight of staff training and professional development in RSHE.
- Ensuring safeguarding and statutory duties are met, including parent/carer consultation.
- Sharing resources and materials with parents/carers.
- Managing requests to withdraw pupils from the non-statutory, non-science components of RSHE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, inclusive and developmentally appropriate way.
- Modelling positive attitudes towards RSHE.
- Monitoring pupil progress and adapting teaching to meet SEND needs.
- Responding appropriately to the individual needs of pupils.
- Challenging sexism, misogyny, homophobia and stereotypes in line with statutory guidance.
- Using correct terminology and following the agreed common language framework.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE.

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.

At Serenity School, RSHE is primarily taught by class teachers, supported by the PD Lead, SENDCo, pastoral staff, and external professionals where appropriate.

### 8.4 Pupils

Pupils are expected to:

- Engage fully in RSHE lessons.
- Treat others with respect and sensitivity when discussing issues related to RSHE.
- Contribute to pupil voice activities to help shape and review the RSHE curriculum.



## 9. Language to be used by staff and adults

Staff at Serenity School use correct terminology with learners from the start of their school journey. It is important that learners hear and use accurate words so that they have the vocabulary to equip them for life.

We share a common language framework with MASH external professionals (including social care and health) and families to ensure consistency for children and young people. Pupils requiring AAC have access to this framework through agreed resources that are consistent across the school.

We are committed to working with families to understand home context, EAL, culture and family perspectives on agreed use of language in the home setting.

In line with statutory guidance, staff will also ensure that:

- Correct terminology is used when teaching about body parts, consent, online harms, pornography and sexual health.
- Language actively challenges harmful stereotypes, sexism, misogyny and homophobia.
- Pupils are taught the facts and law relating to biological sex and gender reassignment, with clarity that legal rights may vary depending on biological sex and gender reassignment.

## 10. Right to withdraw children from sex education

We hope that parents and carers will support this important part of children's education, and the understanding of what changes are happening to their bodies, and we will make sure that all parents and carers know what we will be teaching and when. As of September 2025, Parents may request withdrawal from sex education, but not from relationships or health education. Government guidance is that Secondary schools may refuse withdrawal in exceptional safeguarding circumstances. Pupils may opt back into sex education from three terms before their 16th birthday.

If a parent or carer wishes to withdraw or has concerns about the sex education lessons, they should arrange a meeting with a member of the Senior Leadership Team and or class teacher who will talk through their concerns and discuss the benefits of their child learning about sex education. Where appropriate we will include the young person in these conversations.

## 11. Assessing Relationships Education

Pupils' progress in learning about Relationships Education is assessed as part of termly assessment against personal learning intention maps across specific curriculum subjects such as Independence, Personal Autonomy, MDT, PSHE and RSE progression via curriculum tracking. Assessment is differentiated to reflect pupils' developmental stage, SEND profile and communication needs.

Evaluation of RSHE will also consider pupil understanding of new statutory content, including online safety, pornography, toxic masculinity and suicide prevention. Pupil voice will be gathered regularly to check understanding, address misconceptions and adapt provision.

Where assessment highlights safeguarding concerns, these are acted upon promptly in line with school safeguarding procedures.

## 12. Monitoring and Evaluating Relationships Education

Pathway Leads evaluate and monitor teachers' planning to ensure that Relationships Education is being taught effectively and consistently. Monitoring includes planning scrutiny, lesson observation, pupil work review, and staff feedback. Pupil voice is gathered to evaluate understanding, engagement and impact. Parents/carers are consulted as part of policy and curriculum reviews.

In line with statutory guidance, new elements of the RSHE curriculum, including strangulation, misogyny and incel culture, deepfakes, and suicide prevention, are being phased in from September 2025 and will



become fully statutory by September 2026. Serenity School has incorporated these into curriculum planning across all pathways to ensure full compliance ahead of the deadline.

Findings from monitoring are reported to the Senior Leadership Team and Governing Board to inform school improvement, ensure safeguarding is prioritised, and adapt teaching where necessary.

### 13. Tailored Interventions for Pupils with Specific Needs

Tailored interventions for pupils with specific needs related to SEND or who are presenting with challenging or dangerous behaviour are assessed and planned carefully.

A small number of pupils may need bespoke teaching and learning from a specialist team around the child or young person. This could include, but is not limited to:

- Support to understand masturbation and how to manage this safely and in appropriate places.
- Sexually dangerous or risky behaviour which places the young person or others at risk.
- Self-injurious behaviour related to sexual development.
- Obsessive or fixated behaviour which presents a risk to self or others.
- Support for the management of menstruation in girls and young women who need additional psychosocial support.
- Intervention around harmful influences such as pornography, misogyny, deepfakes, or incel culture, where these are impacting behaviour or wellbeing.
- Support where sexual development or relationships education intersects with mental health or suicidal ideation.

Children and young people must have access to appropriate and timely support, and families should be consulted and included in the planning processes. All interventions should be documented and co-created with the multi-agency team, including external professionals where appropriate. Careful consideration must be given to the planning of the intervention, including where it should take place, the staff delivering the content, and how they are supported through supervision and feedback after each session. This process is overseen by the SENDCo and Lead MDT staff.

The class teacher may not always be the most appropriate person to lead the intervention but should be actively involved in the planning, assessment and monitoring. If there is any concern that there is a safeguarding risk to the child, family or staff member, safeguarding procedures must be followed.

### 14. RSE Equal Opportunities and Inclusion

The RSE curriculum has been developed to reflect the diversity of the school population and to meet the needs of pupils at Serenity School. The policy has been written in line with the Equality Act 2010 and takes account of the nine protected characteristics.

We will review our teaching materials regularly and adapt teaching approaches to meet the needs of a complex cohort of children and young people with diverse needs. Content is differentiated to reflect pupils' developmental stage, SEND profile and communication needs, ensuring accessibility for all.

Teaching will take place through a range of approaches, including mixed gender groups, single-sex targeted groups, and, where necessary and appropriate, individual or specialist support.

In line with statutory guidance, we will:

- Integrate teaching on healthy same-sex relationships within the RSHE curriculum, ensuring they are not taught as standalone lessons.
- Explicitly include same-sex parents and carers when teaching about families.
- Actively challenge harmful stereotypes, sexism, misogyny and homophobia.
- Ensure that pupils understand the facts and law relating to biological sex and gender reassignment, recognising that legal rights may vary depending on biological sex and gender reassignment.

## 15. Training for Staff

It is important that Relationships Education and Sex Education are taught by staff who are knowledgeable, skilled and confident. Serenity School ensures that all staff receive up-to-date training and provides a range of opportunities including school-based training days, team teaching, classroom observations and external training courses provided by Local Authority Health and Wellbeing Teams and specialist organisations such as Brook and Respond.

Training covers, but is not limited to:

- How to personalise aspects of the curriculum to meet the needs of all pupils, including those with SEND.
- Leading discussions about attitudes and values.
- Information updates on statutory requirements and safeguarding.
- Practising a variety of teaching methods.
- Facilitating group discussions for children, teams and parents.
- Managing sensitive and controversial issues.
- Understanding culture, context and bias.
- Multi-agency approaches to complex sexualised behaviour.
- Sensory integration training.
- Child protection and risk management.

In line with updated statutory RSHE guidance, training also includes developing staff confidence to:

- Challenge everyday sexism, misogyny and homophobia.
- Teach sensitive topics such as pornography, deepfakes and toxic online cultures (e.g. incel groups).
- Discuss suicide prevention appropriately within RSHE.

Training is reviewed regularly, evaluated through staff feedback, and aligned with the school's safeguarding framework to ensure that all staff are confident in addressing sensitive topics in an age-appropriate and SEND-responsive way.

## 16. Engaging and Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents/carers for their children's education. We take account of religious and cultural views and aim to balance these with our commitment to comprehensive Relationships Education, safeguarding, and compliance with statutory guidance and the Equality Act 2010.

We will inform parents/carers about what will be taught and when, and share the resources that will be used. We will particularly consult parents/carers in advance about the content and resources for sex education.

We will take every opportunity to inform and involve parents/carers by:

- Consulting with parents/carers when developing and reviewing the Relationships Education policy.
- Publishing the Relationships Education policy on the school website.
- Including a summary of the content and organisation of Relationships Education and Sex Education in the policy.
- Inviting parents/carers to workshops to find out about the Relationships Education and Sex Education programmes.
- Encouraging parents/carers to view RSE in the wider context of child development and how the curriculum builds skills and competencies incrementally.

In line with statutory guidance, all RSHE curriculum materials, including any resources from external providers, will be made available for parents/carers to view upon request.

## 17. Disseminating the Policy

A copy of this policy is published on the school website for parents/carers and the wider community. Internally, it is included in the Staff Handbook on Citrus and forms part of staff induction and training.

The policy will be reviewed annually by the RSHE Lead and Senior Leadership Team, and approved by the Governing Board. Parents/carers will be informed of any updates through the school newsletter and website, and proactively consulted as part of the review process.

Printed copies are available on request, and a summary version is provided in the Parent/Carer Handbook.

## Appendix 1: Relationships and Sex Education – Curriculum Across Pathways

Early Years / Key Stage 1 (EYFS, Y1–2)		
Focus: Naming body parts, personal space, kindness, honesty, privacy, dignity.		
Informal Pathway	Semi-formal Pathway	Formal Pathway
Adults use “on body” signs, song cues, and visuals to support personal care with dignity. Develop positive self-image and choice making.	My Body: Name body parts using songs/games. Understand personal space (“my body = my space”). Very early ideas of consent (holding hands only if both agree).	My Body: Label body parts accurately. Similarities/differences between self and peers. Initial consent (only touching with permission).
Promote sharing, turn-taking, and emotions (happy/sad). Adults comment on feelings shown.	Emotions: Identify and describe emotions using visuals/behaviour charts.	Emotions: Recognise emotions, describe simple coping strategies.
Families: Awareness of family members (voices, photos).	Families: Who is in my family? Name family members.	Families: Roles of different family members, respect for differences.
Key Stage 2 (Y3–6)		
Focus: Friendships, family, emotions, private/public, early puberty, hygiene.		
Informal Pathway	Semi-formal Pathway	Formal Pathway
Explore feelings with adults narrating emotions. Body awareness through messy play, movement, physiotherapy.	My Body: Label body parts, differences & similarities. Awareness of what is private/public. Initial consent (ask before touching).	My Body: Name body parts, understand public/private behaviours. Early puberty and hygiene (washing, deodorant).
Families: Recognise voices/photos of family.	Families: Who is in my family? Differences between families.	Families: Similarities/differences across families, including same-sex parents/carers.
Emotions: Celebrate happiness, support when sad.	Emotions: Express emotions using charts, identify triggers.	Emotions: Link emotions to behaviour, explore coping strategies.
Relationships: Explore safe adults and peers.	Relationships: Building friendships, recognising safe vs unsafe behaviours.	Relationships: Online safety, stereotypes and prejudice, recognising positive male role models.
Key Stage 3 (Y7–9)		
Focus: Puberty, body changes, friendships, consent, online safety, equality.		
Informal Pathway	Semi-formal Pathway	Formal Pathway
Relationships: Explore safe interactions with peers, feeling safe with others.	Relationships: Bullying, circles of closeness, appropriate vs inappropriate touch.	Relationships: Consent in law, power dynamics, manipulative relationships, incel culture.
Emotions: Adults label emotions shown, celebrate happiness, comfort sadness.	Emotions: Express emotions verbally/visually, strategies to cope.	Emotions: Explore difference between friendship vs being in love. Coping with strong emotions.

My Body: Explore body parts through sensory/movement play.	My Body: Differences between male/female, naming private body parts, puberty changes.	My Body: Puberty, reproduction, menstruation, masturbation, hormones. Correct terminology used.
Safety: Celebrate differences, promote dignity.	Safety: E-safety, sexting, grooming, good/bad touch.	Safety: Pornography (including AI/deepfakes), toxic masculinity, misogyny. Risks of manipulated online media. Suicide prevention awareness – recognising signs and seeking help.
<b>Key Stage 4 (Y10–11)</b> <b>Focus:</b> Sexual health, contraception, STIs, relationships, parenting, online safety.		
<b>Informal Pathway</b>	<b>Semi-formal Pathway</b>	<b>Formal Pathway</b>
Relationships: Safe relationships with peers, exploring feelings.	Relationships: Healthy/unhealthy relationships, bullying, circles of closeness, parenting.	Relationships: Healthy/unhealthy relationships, coercive control, same-sex marriages, adoption, parenting.
My Body: Explore body through movement/messy play.	My Body: Male/female differences, puberty, menstruation.	My Body: Sexual intercourse, reproduction, pregnancy, contraception, STIs.
Safety: Celebrate awareness of family members.	Safety: Good touch/bad touch, consent, sexting.	Safety: Pornography, deepfakes, grooming, FGM, peer pressure, drugs/alcohol and relationships.
Myself & Others: Respect diversity, different families.	Myself & Others: Diversity, equality, LGBTQ+ relationships integrated.	Myself & Others: Equality Act 2010 – protected characteristics, challenging stereotypes, gender reassignment in law.
<b>Key Stage 5 (Y12–13)</b> <b>Focus:</b> Adult relationships, sexual health, independence, diversity, consent, safeguarding.		
<b>Informal Pathway</b>	<b>Semi-formal Pathway</b>	<b>Formal Pathway</b>
Relationships: Explore safe relationships with familiar adults/peers.	Relationships: Healthy/unhealthy relationships, consent, parenting.	Relationships: Healthy/unhealthy relationships, coercive control, power dynamics, consent in law, diverse families.
My Body: Explore movements through physiotherapy/messy play.	My Body: Sexual development, reproduction, contraception, STIs.	My Body: Sexual intercourse, reproduction, contraception, pregnancy, STIs, sexual health clinics.
Myself & Others: Awareness of diversity.	Myself & Others: Gender, identity, equality, respecting difference.	Myself & Others: Gender identity (facts and law), diversity, inclusion of LGBTQ+ relationships.
Safety: Familiar adults narrate safe routines.	Safety: Bullying, sexting, grooming, consent.	Safety: Pornography, AI/deepfakes, online misogyny, suicide prevention awareness, accessing help.

## Appendix 2a: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 2b: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent/carer form: 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 signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers			