Brentford School for Girls

RELATIONSHIP AND SEX EDUCATION POLICY

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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
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, 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.

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 Brentford School for Girls, 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 – 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.
- 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 BLOSSOM lessons (personal, social, health and economic (PSHE) education curriculum). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

RSE is recognised as an important part of the school's safeguarding curriculum. Through RSHE, pupils will be taught how to recognise unhealthy, abusive, exploitative or unsafe behaviours and relationships, both online and offline, and how to seek support for themselves or others. Pupils will be regularly reminded of trusted adults within school, sources of specialist support and reporting mechanisms available to them.

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 inclusive of all pupils and reflects the protected characteristics set out within the Equality Act 2010. Teaching will promote respect, dignity and understanding for all individuals and communities while remaining age-appropriate and factually accurate, and activities will be planned to make sure all are actively involved.

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

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

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

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

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

All Wellio resources and materials used as part of the RSE curriculum will be formally reviewed and assessed prior to delivery to pupils. This process is overseen by the school's PSHE/RSE lead to ensure that all content is age-appropriate, inclusive, accurate and aligned with statutory guidance, safeguarding requirements and the school's values.

Resources are evaluated for suitability in relation to pupils' developmental stage, protected characteristics, cultural sensitivity and educational relevance. Consideration is also given to the tone, language, imagery and scenarios used within materials to ensure they promote respectful discussion and support a safe learning environment.

Where updates or new content are introduced through the Wellio platform, these will be reviewed before use within lessons. Staff delivering RSE are also expected to familiarise themselves with all lesson materials in advance and adapt delivery where appropriate to meet the needs of specific classes or cohorts. Any concerns regarding content suitability will be raised with the PSHE/RSE lead prior to use.

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 within the Wellio platform includes a range of low-stakes assessment opportunities within lessons to support pupil understanding, reflection and engagement. These assessments are designed to check learning in a safe, supportive and non-judgemental environment and may include quizzes, polls, reflective tasks, scenario-based activities and knowledge checks.

Assessment within RSE lessons is formative in nature and is used to help teachers identify misconceptions, adapt teaching, revisit key themes and provide appropriate support where needed. Pupils are not assessed on personal beliefs, experiences or disclosures, but rather on their understanding of key concepts, vocabulary, safety, health and respectful relationships.

Some activities may encourage pupils to reflect on their own values, decision-making and wellbeing; however, pupils are always reminded that they should not feel pressured to share personal information publicly. Responses within Wellio may also provide teachers with insight into whole-class trends or areas requiring further clarification, enabling a responsive and age-appropriate approach to RSE delivery.

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. Teaching will include consideration of the safe and responsible use of emerging technologies, including artificial intelligence, and the risks associated with misinformation, disinformation, manipulated content, deepfakes and online persuasion techniques.
- Consent, including the age of consent, freedom and capacity to consent, and the application of consent within online and digital interactions
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility
- Misogyny, sexism and gender-based violence
- Harmful gender stereotypes and the impact of online influencers, extremist ideologies and online communities that promote violence, hatred or discrimination
- Coercive, controlling and manipulative behaviours within friendships, family relationships and intimate relationships

Menstrual and reproductive health
Pupils will be taught about menstrual health, reproductive health and common conditions affecting reproductive wellbeing in an age-appropriate manner, enabling them to recognise when medical advice or support may be required.

Child-on-child abuse

Pupils will learn about child-on-child abuse, including bullying, prejudice-based behaviour, relationship abuse, sexual violence, sexual harassment, image-based abuse, coercive behaviour, initiation or hazing-type violence and online abuse. Teaching will support pupils to recognise these behaviours, understand that such behaviour is never acceptable and know how to report concerns.

Pupils will be taught how and when to access appropriate support services, including health services, sexual health services, mental health support, safeguarding support, community organisations and emergency services where appropriate.

Staff will make clear the limits of confidentiality at the beginning of RSHE lessons. Pupils will be informed that if they disclose information indicating that they or another person may be at risk of harm, this information will be shared with appropriate safeguarding staff in line with the school's safeguarding and child protection policy.

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
- During lessons, makes pupils feel:
    - Safe and supported
    - 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
    - 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
- 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

The school may use external organisations and externally produced resources to support the delivery of aspects of the RSHE curriculum where these enhance pupils' learning and provide specialist knowledge or expertise. All external contributions are carefully considered to ensure they align with statutory guidance, safeguarding expectations, the school's ethos and the needs of pupils.

The school uses the Wellio platform to support the planning and delivery of PSHE and RSHE lessons. Wellio is an educational platform designed to provide structured, age-appropriate and evidence-informed resources covering topics such as relationships, mental health, physical health, online safety and wellbeing. Materials provided through Wellio are reviewed by the school prior to use to ensure suitability for the specific cohort and context.

In addition, YHSH (Young Hounslow Sexual Health) will deliver selected RSHE sessions for Year 9 and Year 10 pupils. These sessions are designed to complement the school's curriculum and provide pupils with specialist, up-to-date information around relationships, health and personal safety. All visiting professionals are expected to adhere to the school's safeguarding procedures and will work alongside staff to ensure a safe and supportive learning environment.:

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
    - 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
- 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
- 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) or delegated to a senior leader in the school. All final decisions made will be authorised by the Headteacher.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school’s designated safeguarding lead (DSL) – Devesha Singh

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.

Maya Williams – Head of BLOSSOM

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.

The Head of School and/or PHSE lead will discuss the request with parents/carers to ensure that they understand the purpose and content of the curriculum and to clarify the nature and implications of withdrawal before reaching a decision in accordance with statutory guidance.

The Process to request withdrawal is outlined in appendix 3.

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 the Head of PSCHE through observations, learning walks, book looks, student voice and any other monitoring activities organised by the school.
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by the Assistant Head responsible for Personal Development. At every review, the policy will be approved by the Head and the Governing Body

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Blossom (PSCHEE) Curriculum Overview

Curriculum Intent

The fundamental purpose of the BLOSSOM (Body, Love, Opportunity, Self, Society, Open-Mindedness) (PSCHEE Personal, Social, Citizenship, Health, Economic and Emotional) course is to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we develop their sense of self-worth and raise self-esteem. We teach them how society is organised and governed. We ensure that they experience the process of democracy and decision making in school through the School Council and Student Leadership Teams. We then teach about their rights and responsibilities as citizens, both in school and in the wider community. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Blossom.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Blossom for the individual, the community and the wider world in terms of (but not limited to) gender equality, human rights and democracy, fake news, the benefits and risks of the online world.
- Implement flexible teaching and learning practices and build resources that allow pupils to be ambitious, courageous and confident in both their classroom experiences and during independent learning.
- Develop a lifelong interest in social issues- both locally and globally.
- Provide students with deeper learning experiences in the form of external visitors, workshops and trips.
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.

- Establish an understanding of emotional and physical pressures faced by our pupils and empower them by providing strategies to overcome these pressures, as well as sharing support networks for them to seek, if necessary.

Relationship and Sex Education (Body, Love, Self and Open-Mindedness in Blossom) will be age-appropriate, building knowledge and life skills over time

in a way that prepares pupils for issues they will soon face. They will focus on:

- Understanding the need to be flexible when dealing with different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, inclusivity of LGBTQAI+ individuals and how to manage conflict, and how to recognise unhealthy relationships and being courageous and confident about dealing with these.
- How relationships may affect health and wellbeing, including mental health as well as building resilience in times of adversity.
- Healthy relationships and safety online.
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of healthy relationships.

Citizenship (Society in Blossom) helps to provide pupils with knowledge, skills and an understanding of what it takes to play a full and active role in society.
The British values including, importantly, democracy and rule of law are focused on throughout all five years at secondary school.

We aim to:

- Foster pupil's keen awareness of how the UK is governed, its political system and how citizens participate actively in it democratic systems of government
- Encourage students to develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Encourage students to develop an interest in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Ensure students are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Year 7 Blossom (PSCHEE) Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'All about me' • Getting to know each other • All about me • Presentation skills • Our school • Learning to learn • The people around me	***'Time of change'*** • Growing up - puberty • Puberty for girls & boys • Periods • Emotional changes • Identity • Attraction & feelings • Personal hygiene • FGM	**'Friendships & Bullying'** • Types of relationships • Building healthy friendships • Bullying • Cyberbullying • Social media age restrictions & online safety • Anti bullying & kindness	**'British Values'** • British Citizenship • Racism & stereotyping • Researching our multiple personal identities • Human rights • Conflict	**'Healthy Eating'** • Healthy lifestyles • Consequences of unhealthy living • Activity & exercise • Healthy diet • Food labels • Food groups, nutrients, calories	**'Careers'** • A work day • Working hours • Working patterns/types of work • My ideal career • Law/child labour • Budgeting • Historical context of child labour
		Deeper learning Outside visitor - school nurse/ JDA to provide information on puberty and menstruation.				
NEW RSE UPDATES	• Correct terminology - anatomically correct vocabulary already in use		• Mental health, emotional literacy and resilience			

Year 8 Blossom (PSCHEE) Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Staying safe' ● Recap - what is Blossom? ● Personal safety & first aid. CPR practical ● Online safety	'Healthy & Wellness' ● Smoking ● Vaping ● Alcohol/binge drinking ● Cancer ● UV & skin protection from sun ● Drugs & their effects ● Social effect of drugs	'Careers' ● Personal qualities ● Skills ● Job related skills ● Enterprise ● Working in C21st ● Deciding on options for KS4	'Extremism' ● Xenophobia ● Racism ● Extreme nationalism ● Radicalisation ● Preventing radicalisation & extremism ● Cults, religions & their leaders ● Corrupt authority figures ● Identifying extremist groups ● Shamima Begum (a case study)	'Family Relationships' ● Family diversity ● Change in family structure ● Conflict management in families ● Healthy family dynamics	'Online Safety' ● Intro to online safety ● Social media & positive online engagement ● Fake news ● YPSI & the law
NEW RSE UPDATES	● Personal safety ● Explicit - fire, water and railway safety	● Vaping ● Managing grief				● AI and deepfakes ● Risks associated with location settings ● Image sharing (YPSI) ● Online harms (gambling, financial scams, gaming monetisation)

Year 9 Blossom (PSCHEE) Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Money management' • Managing personal finances • Budgeting • Savings, loans, interest rates • Services & products from banks • Making & checking transactions • Making ethical financial decisions	**'Body confidence'** • Body image • Self esteem • Body positivity • Body image in a digital world • Body image across genders • Mental health & body image	**'Equality in society'** • Prejudice • Stereotypes • Disability rights & prejudice • LGBTQIA & rights & prejudice • Age rights & prejudice • Gender stereotypes	**'Harmful substances'** • Illegal & legal drugs • Types of drugs (classifications) • Prescription drug abuse • Drugs, vapes, balloons	**'Consent'** • Different relationships types • Giving & seeking permission • Avoiding assumptions • Consent, rape & sexual harassment • Freedom & capacity to consent **Deeper learning** YHSH to deliver session on consent (external agency)	**'Careers'** • Beliefs & values • School vs work • Job sectors • Job searching • Dress code • Budgeting • Decision making
NEW RSE UPDATES	• Spiral curriculum from Y8 Summer 2 - gambling,gaming monetisation, online scams	• Mental health, emotional literacy and resilience	• LGBTQIA+ in line with Equality Act 2010		• Consent - inc. capacity and ability to withdraw in person • Including online/ digital interactions	

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Year 10 Blossom (PSCHEE) Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	'Criminal Justice System' • How does CJS work? • Anti-social behaviour • County Lines • Money laundering & fraud • Terrorism • Hate crime	**'Healthy Relationships'** • Positivity happiness & mental health • Types of relationships • Sexism & gender prejudice • Conflict management	**'Toxic Relationships'** • Healthy relationships • Sexual harassment • Domestic abuse • Gender differences & domestic abuse • Revenge porn	**'Environment & Sustainability'** • Dangers of plastic • The environment • Animal rights • Recycling • Pollution	**'RSE & Sexual Health'** • STIs • Bacterial • Parasitic • Viral • Contraception	**'Careers'** • Types of qualification • Professional development • Interview techniques • Thinking about next steps • Goal planning • Mock interview
				Deeper Learning Watch Cowspiracy	**Deeper Learning** MW to deliver condom lesson	**Deeper Learning** Mock interviews
NEW RSE UPDATES		• Mental health, emotional literacy and resilience • Consent - inc. capacity and ability to withdraw in person	• LGBTQIA+ in line with Equality Act 2010 • Sexual harassment/violence - revenge porn • Stalking, upskirting • Tackling misogyny /incel culture		• Consent - inc. capacity and ability to withdraw in person	

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Year 11 Blossom (PSCHEE) Curriculum Overview

	Term 1	Term 2	Term 3	Term 4
	'Mental Health' • Stress • Anxiety • Ways to cope • Depression • Mental health & body image	**'Goal Setting'** • Post 16 • Planning final year at KS4 • Teacher uni experiences • Consortium • College • 6th form • Benefits of staying at Brentford	**'My Life My Choice'** • Recap STIs/sexual health • Managing life's phases • Body image, pressure to conform • Appearance vs reality • Body modification • Pregnancy & choices • Miscarriage • Menopause • Female health	**'Study Skills & Revision'** • Blossom lesson drop down to become independent study sessions
		Deeper Learning 6th formers visit lessons to talk about their experience		
NEW RSE UPDATES ALREADY EMBEDDED	• Mental health, emotional literacy and resilience • Managing feelings of loneliness • Suicide prevention - external agencies/professionals better suited to deliver	• Mental health, emotional literacy and resilience	• Physical health, menstrual/gynecological health inc. PCOS/endo	

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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 ● 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

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TOPIC	PUPILS SHOULD KNOW
	● 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

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TOPIC	PUPILS SHOULD KNOW
	● 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

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TOPIC	PUPILS SHOULD KNOW
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

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TOPIC	PUPILS SHOULD KNOW
	● 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

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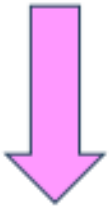
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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

Process for Requesting Withdrawal as Outlined in the RSE Policy

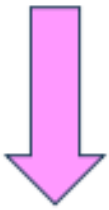
Stage 1

Parents emails the Head of PSCHE to outline the requests to withdraw and the reasons



Stage 2

Head of PSCHE acknowledges the request and responds in the first instance to the concerns raised



Stage 3

If a parent does not wish to continue with the withdrawal request an email confirmation that the student will continue with all of the RSE provision will be sent by the Head of PSCHE.	If a parent would like to continue with the request to withdraw, the request will be referred to the Head of School or Executive Headteacher for final review.

In the event of a request being agreed, all teachers who teach the elements affected will be informed via email and a note put onto SIMS

Head of PSCHE to keep a central record for all requests and share with HOY and SLT

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	

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TO BE COMPLETED BY PARENTS/CARERS			
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	

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