

RELATIONSHIPS 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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

RSE relates to our whole school values, in that:

- It allows students to take ownership of their behaviour and actions and feel empowered in doing so.
- Encourages the students to demonstrate empathy when considering the experiences of others.

2. STATUTORY REQUIREMENTS

- Department for Education (DfE) Statutory Guidance:
 - [Relationships and Sex education \(RSE\) and Health Education](#)
 - [Keeping Children Safe in Education](#)
 - [Special Educational Needs and Disability Code of Practice](#)
- Equality Act 2010
 - [Equality Act 2010: Guidance](#)

In teaching RSE, we are also required to have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At London Park School Clapham, we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

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

1. **Review** – Members of the pastoral team, PSHE lead and Science department reviewed all relevant information including national and local guidance, including the most recent DfE's statutory RSHE guidance
2. **Staff Consultation** – Staff who teach PSHE are given the opportunity to review the policy and make recommendations. All staff received briefing on the updated requirements.
3. **Parent Consultation** – Parents are informed about the policy and invited to provide feedback.
4. **Student Voice** – Students were consulted about what they want from the RSE element of PSHE through form time discussions and student council feedback.
5. **Ratification** – The policy was shared with the Governor's and ratified.

We recognise that being transparent and engaging proactively with parents helps to build trust, minimise objections, and ensure that families understand and support the important work we do in RSE. To do this we will:

- Publishing our RSE curriculum overview and policy on the school website
- Providing clear information about what topics are taught in each year group
- Taking parent/carer feedback seriously and considering it when reviewing our curriculum
- Making curriculum materials available for parents/carers to view upon request

We will continue to work in consultation with parents, students and teachers to update and review this policy. Any significant changes to our RSE curriculum will be communicated to parents and subject to consultation before implementation.

4. DEFINITION

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

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

RSE is not about the promotion of sexual activity.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

When developing the curriculum, we consider the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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

6. DELIVERY OF RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum, alongside through our wellbeing programmes at London Park School Clapham. Biological aspects of RSE are taught within the science curriculum, and other aspects may be examined within the Form Time and Assembly schedule.

The delivery of our RSE and PSHE curriculum is primarily through Wellio, however it is also delivered through Global Citizenship, Switch4Schools and embedded in subject curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

The governing board will approve the RSE policy, ensuring it is age appropriate for the age and needs of the student, and hold the Head to account for its implementation.

7.2 The Head

The Head is responsible for ensuring that RSE is taught consistently across the school, and ensuring staff receive appropriate training and support to deliver RSE effectively. The Head will handle parental concerns and complaints about RSE in line with the school's complaints policy and manage requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 Staff Leading RSE

Staff leading RSE at London Park School Clapham are:

- Charlotte Davidson (Deputy Head)
- Max Gaulton (Assistant Head Pastoral and Designated Safeguarding Lead)

They are responsible for:

- Developing and reviewing the RSE curriculum
- Ensuring curriculum materials are age-appropriate and meet statutory requirements
- Coordinating staff training and support
- Monitoring the delivery and impact of RSE across the school
- Liaising with parents/carers about RSE provision
- Ensuring RSE integrates with the school's behaviour and safeguarding policies

7.4 Staff

Staff are responsible for:

Teaching and delivery:

- Delivering RSE in a sensitive, inclusive and age-appropriate way
- Modelling positive attitudes to RSE and respectful relationships
- Creating a safe classroom environment where students feel comfortable discussing sensitive topics
- Using correct terminology and avoiding euphemisms
- Responding appropriately to students' questions, including those outside the planned curriculum

Safeguarding:

- Being alert to signs that a student may be at risk of harm
- Understanding that RSE lessons may prompt disclosures from students
- Following the school's safeguarding procedures if a disclosure is made or concerns arise
- Recognising harmful sexual behaviour and knowing how to respond appropriately

Supporting all students:

- Monitoring individual student progress and wellbeing
- Responding to the needs of individual students, including those with SEND
- Adapting teaching approaches to ensure all students can access the curriculum
- Responding appropriately to students whose parents/carers wish them to be withdrawn from non-statutory components of RSE

Challenging inappropriate behaviour:

- Addressing inappropriate language, comments or behaviour immediately
- Challenging sexism, misogyny, sexual harassment and harmful attitudes
- Not dismissing concerning behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'
- Understanding that failing to challenge 'low-level' inappropriate behaviour can contribute to a harmful culture

Professional responsibilities:

- Maintaining professional boundaries at all times
- Keeping up-to-date with training and guidance
- Contributing to curriculum review and development

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 or RSE leads, who will provide appropriate support and training.

7.5 Students

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

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to and until 3 terms before the child turns 16. After this point, if the child 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 withdrawal requests will be placed in the student's educational record. The Head will discuss the request with parents and take appropriate action to ensure that the best decision has been made. Alternative work will be given to students who are withdrawn from sex education. The headteacher may refuse a withdrawal request in exceptional circumstances.

Parents cannot withdraw their children from relationships or health education, as these are statutory requirements.

9. TRAINING

Staff delivering RSE are trained on the delivery of RSE, covering:

- RSE curriculum, policy and statutory requirements
- Age-appropriate teaching strategies and correct terminology
- Recognising and responding to harmful sexual behaviour (HSB), which exists on a continuum requiring early intervention
- Identifying child-on-child abuse, sexual harassment and sexual violence
- Responding to disclosures and supporting vulnerable students
- Online safety, including self-generated intimate images and AI-generated content (deepfakes)
- Mental health concerns that may develop into safeguarding issues

The Head 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.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Deputy Head and the Assistant Head Pastoral through:

- Learning walks
- Regular meetings between the Deputy Head and the Assistant Head Pastoral
- Wellio check

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually and submitted to governors for approval.

Appendix 1: Curriculum Map by Year

Year 7			
	Area	Code	Lesson
Autumn Term 1	Relationships & Sex Education	R1	Connecting With Your Teachers
		R2	From Strangers to Friends
		R3	How To Have Healthy Relationships
		R4	Tackling Cyberbullying
		R5	Understanding Bullying
		R6	Safe & Healthy Relationships
Autumn Term 2	Living in the Wider World	L1	Examining the Equality Act 2010
		L2	The Role of Courts & Tribunals
		L3	Making Sense of Money
		L4	Budgeting Basics
		L5	Bank Accounts
		L6	What's Real Online
Spring Term 1	Health and Wellbeing	HW1	Combat Worry, Stress & Anxiety
		HW2	The Stress Scales
		HW3	Rewiring Your Brain
		HW4	Sleep Essentials
		HW5	Phones And Sleep
		HW6	Investing In Your Health
Spring Term 2	Health and Wellbeing	HW7	Managing Privacy Online
		HW8	The Dangers Of Your Internet Algorithm
		HW9	Social Media Addiction
		HW11	Healthy Eating, Healthy Living
		HW14	Escaping the Social Media Trap
		HW15	AI and Chatbots
Summer Term 1	Relationships & Sex Education	R7	Different Types of Families
		R8	Positive Parenting
		R9	The Changing Adolescent Body & The Menstrual Cycle
		R10	Body Changes During Puberty
		R11	Sexual Consent
		R12	Building Healthy Relationships
Summer Term 2	Health and Wellbeing	HW12	Vaping: A Global Dilemma
		HW17	Healthy & Balanced Lifestyles
		HW13	The Balanced Diet
		HW10	Alcohol And Your Health
		HW16	Fire and Water Safety
		HW18	Safety in Public

	Year 8		
	Area	Code	Lesson
Autumn Term 1	Relationships & Sex Education	R18	The Many Forms of Relationships
		R13	Managing Unhealthy Relationships
		R14	Repairing Relationships
		R15	Peer Pressure Survival Guide
		R16	Together Against Bullying
		R17	Online Relationships
Autumn Term 2	Health and Wellbeing	HW19	Sharing Information Online
		HW20	The Limitless Internet
		HW21	Viewing Harmful Content
		HW22	Gender-Based Discrimination
		HW23	Racism and Discrimination
		HW24	Homophobia
Spring Term 1	Living in the Wider World	L7	Exploring the Democratic Process
		L8	Respecting and Celebrating Religious Diversity
		L9	The Evolution of Money
		L10	Taking Control of My Money
		L11	Making Health Decisions
		L12	Fundamentals of Business
Spring Term 2	Health and Wellbeing	HW47	The Truth About Vaping
		HW25	First Aid Beyond Emergencies
		HW26	Oral Hygiene
		HW27	Health & Hygiene
		HW29	Drug Awareness
		HW30	Alcohol and Social Inhibitions
Summer Term 1	Relationships & Sex Education	R23	Assessing The Trustworthiness of Others
		R19	Understanding Consent
		R20	Power Dynamics & Consent
		R21	Contraception Essentials
		R22	Discussing Pornography
		R24	Introduction to FGM
Summer Term 2	Relationships & Sex Education	R56	Respecting Ourselves
		R57	Ending Relationships
	Living in the Wider World	L23	Explicit Sexual Imagery
		L24	Online Masculine Narratives
	Health and Wellbeing	HW35	Changing Emotions
		HW36	Drug Laws in the UK

	Year 9		
	Area	Code	Lesson
Autumn Term 1	Health and Wellbeing	HW37	The Happiness Trap
		HW38	Managing Anxiety
		HW39	Combating Negative Self Talk
		HW42	Expressing Gratitude
		HW52	Character Strengths In Focus
		R36	Positive vs Negative Humour
Autumn Term 2	Relationships & Sex Education	R25	Safe & Healthy Sex
		R26	Sexually Transmitted Infections
		R27	Reproductive Health
		R28	Pregnancy Choices
		R29	Forced Marriages
		R55	Stalking and Unwanted Behaviour
Spring Term 1	Health and Wellbeing	HW44	Substance Addiction
		HW75	Gambling Addiction
		HW45	Informed Drug & Alcohol Choices
		HW46	Drugs and County Lines
		HW51	Evaluating Eating Habits
		HW43	Saving Lives With First Aid
Spring Term 2	Living in the Wider World	L17	Financial Risk
		L15	Exploitation
		L13	Volunteering In My Community
		L14	How Laws Are Made
		L16	The Fundamentals of AI
		L18	Deepfakes and AI
Summer Term 1	Health and Wellbeing	HW49	Sextortion
		L30	Knife Crime
		HW48	Instagram vs Reality
		HW56	Digital Footprint
		HW53	Understanding Eating Disorders
		HW54	Organ Donation
Summer Term 2	Relationships & Sex Education	R31	Empowering Positive Masculinity
		R32	Relationships & Their Legal Status
		R33	Avoiding & Preventing Harassment
		R34	Online Grooming
		R35	Rising Above Cyberbullying
		R30	Respecting Transgender Identities

	Year 10		
	Area	Code	Lesson
Autumn Term 1	Health and Wellbeing	HW72	Inclusivity & Belonging
		HW55	Who Should You Trust?
		HW63	Self-Esteem and Respect
		HW66	R.E.S.P.E.C.T
		HW70	Safety Instincts
		HW76	Managing Emergencies
Autumn Term 2	Relationships & Sex Education	R37	The Spectrum of Relationships
		R41	Will You Marry Me?
		R38	Recognising Signs of Coercive Control
		R39	Sexting
		R40	The Distorted Reality of Pornography
		R42	Self-Examination and Screening
Spring Term 1	Living in the Wider World	L19	AI and Society
		HW57	Keeping Your Online Data Safe
		L20	Understanding Democracy
		HW60	The UK's Relationship with the World
		L21	Public Money
		L22	Your Pension, Your Future
Spring Term 2	Relationships & Sex Education	R43	Understanding Sexual Consent
		R44	Different Kinds of Intimacy
		R45	Sexual Orientation
		R48	The Psychology of Bullies
		R47	Sharing Illegal Images
		R60	Female Genital Mutilation
Summer Term 1	Health and Wellbeing	HW61	Unrealistic Online World
		HW65	Fake News & Misinformation
		HW62	Online Radicalisation
		HW64	Online Stalking
		HW58	The Hidden Scars of Knife Crime
		L31	The Rule of Law
Summer Term 2	Health and Wellbeing	HW87	The Healthcare System
		HW79	Menstrual Health and Conditions
		HW67	Understanding Vaccination And Immunisation
		HW68	Drugs
		HW69	Prescription Medication Misuse
		HW71	Sleep, Exercise & Diet

	Year 11		
	Area	Code	Lesson
Autumn Term 1	Health and Wellbeing	HW77	Discrimination and the Equality Act
		HW73	Stereotypes & Prejudice
		HW78	Respecting Human Rights
		HW74	Gender Biases
		HW80	Criminal Exploitation
		HW81	The Question Around Deepfakes
Autumn Term 2	Relationships & Sex Education	R49	Fertility & Pregnancy
		R51	Contraceptive Considerations
		R52	Sex & Substances
		R50	Differences Between Forced & Arranged Marriages
		R54	Sexual Violence & Abuse
		R53	Safe Relationships Online
Spring Term 1	Relationships & Sex Education	R58	Relationship Fall-Outs
		R59	Domestic Abuse
		R46	Sexual Harassment and Aggression
	Living in the Wider World	L25	The Dangers of Sextortion
		L28	Credit & Debt
		L29	Insurance
Spring Term 2	Health and Wellbeing	L26	Online Content and Mental Health
		HW82	Caring for Your Mental Health
		HW83	Managing Stress and Overthinking
		HW85	Rethinking Masculinity
		HW86	Health Conditions
		HW84	Exam Stress
Summer Term 1	Exams		
Summer Term 2	Exams		

Appendix 2: By the end of secondary school students should know:

Relationships & Sex Education: 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 marrying 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	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
	What tolerance requires, including the importance of tolerance of other people's beliefs
	The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
	The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
	Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 ok
	How stereotypes, in particular stereotypes based on sex, 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.
	Pupils should have an opportunity to discuss 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	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
	The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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
	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.
	That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
	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. Pupils should be taught 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 glamorise 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. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. 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 (e.g. to enable targeted advertising).
	That criminals can operate online scams, for example 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. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
	How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand 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. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and 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 / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
	The concepts and laws relating to sexual violence, including rape and sexual assault.
	The concepts and laws relating to 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.
	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
	The concepts and laws relating to forced marriage.
	The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
	That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
	That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
Intimate and sexual relationships, including sexual health	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.
	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
	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, e.g. the law, 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). 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
	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.
	Physical Health & Wellbeing
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
	That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed
	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions
	How to critically evaluate which activities will contribute to their overall wellbeing.
	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others
	That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety
Wellbeing Online	About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
	How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
	Factual information about the prevalence and characteristics of more serious health conditions.
	That physical activity can promote wellbeing and combat stress
	The science relating to blood, organ and stem cell donation
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
	The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
	The law relating to the supply and possession of illegal substances.
	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
	The dangers of the misuse of prescribed and over-the-counter medicines.
	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics

prevention, and understanding the healthcare system	Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
	The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support
	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic first aid	Basic treatment for common injuries and ailments.
	Life-saving skills, including how to administer CPR.
	The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies	The main changes which take place in males and females, and the implications for emotional and physical health.
	The facts about puberty, the changing adolescent body, including brain development.
	About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
Citizenship	
Key Stage 3	Pupils should be taught about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
	Pupils should be taught about the operation of Parliament, including voting and elections, and the role of political parties
	Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom
	Pupils should be taught about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
	Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
	Pupils should be taught about the functions and uses of money, the importance and practice of budgeting, and managing risk
Key Stage 4	Pupils should be taught about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
	Pupils should be taught about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
	Pupils should be taught about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
	Pupils should be taught about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
	Pupils should be taught about human rights and international law
	Pupils should be taught about the legal system in the UK, different sources of law and how the law helps society deal with complex problems
	Pupils should be taught about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
	Pupils should be taught about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
	Pupils should be taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
British Values	
British Values	Pupils should learn an understanding of how citizens can influence decision-making through the democratic process;

	Pupils should learn an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
	Pupils should learn an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
	Pupils should learn an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
	Pupils should learn an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
	Pupils should learn an understanding of the importance of identifying and combatting discrimination.

Appendix 3: Parent Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		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	
Staff signature	