RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY 2025

Contents

Foreword

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. Introduction and Aims

At Lilya Lighthouse Education Trust, we believe it's important to give our students the knowledge and skills they need to stay safe, healthy, and build positive relationships throughout their lives.

Our Relationship, Sex, and Health Education (RSHE) curriculum helps students learn these important life skills from primary school onwards. In primary school, students will have learned about relationships and health. As they move into secondary school, they will also be taught about sex education. The curriculum now includes updated content on online

harms, pornography, AI-generated imagery, sextortion and the legal consequences of sharing indecent images of under 18s.

Through RSHE, students learn what makes a good relationship—whether it's with friends, family, or adults. We want to help them understand how to build healthy, caring relationships and recognise when something doesn't feel right.

Our RSHE curriculum encourages respect for everyone's differences, teaching students to be kind, understanding, and respectful of people's backgrounds, cultures, and identities. Students will be taught about biological sex and gender reassignment, however, in line with DfE guidance, the concept that all people have gender identity is not taught as fact within our curriculum.

We recognise that discussions around RSHE may lead to increased safeguarding concerns, and staff are trained to respond appropriately.

We understand that in today's world, being safe online is just as important as being safe in person. Our RSHE program includes lessons on staying safe while using technology and the internet.

The main aims of our RSHE curriculum are:

- To create a safe space where students can have open and honest discussions

- To help students understand how their bodies grow and change during puberty, as well as the importance of health and hygiene

- To build students' self-confidence, respect for themselves and others, and empathy

- To encourage a positive understanding of relationships and sexuality

- To teach students the correct words to describe their bodies and emotions.

- To support mental health prevention and wellbeing skills, including recognising when peers may need help.

- To teach students about online safety, pornography, AI-generated imagery, sextortion, and how to seek help in risky situations.

- Commitment to teaching suicide prevention in an age appropriate way, including where and how to seek support.

- Address change, loss and bereavement, acknowledging that people experience grief differently.

- Promote positive role models (including male role models) to counter harmful stereotypes and online misogyny.

We are committed to making sure that RSHE is accessible to all our students. This means that we will adapt our lessons and materials to meet the needs of students with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice, to prepare them for adulthood.

2. LEGISLATION AND STATUTORY REQUIREMENTS

In teaching RHSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. The Department for Education's 2025 guidances comes into effect on 1 September 2026 and sets out the following:

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (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

- Students will be taught the facts about biological sex and gender reassignment as protected characteristics under the Equality Act.

- Contested concepts, such as gender identity, will not be presented as fact.

3. POLICY DEVELOPMENT

We intend to develop this policy in consultation with trustees, staff, students and parents/carers. It is informed by existing DfE guidance on:

- sex and Relationships Education (Sex and Relationship Education Guidance, July 2000)

- preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013)

- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)

- safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2019)

- equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

The consultation and policy development process will involve the following steps:

1. Review – a working group, including the head of provision, staff and trustees, will pull together all relevant information including relevant national and local guidance

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

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

4. Pupil consultation – we will find out what students want from their RSHE curriculum

5. Ratification – once amendments are made, the policy will be shared with trustees and ratified

4. Definitions

PSHE: Personal, Social, Health Education

RSE: Relationship and Sex Education

RSHE: Relationship, Sex, Health Education

For this policy: -

Relationships and Sex Education (RSE)	RSE teaches students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
	Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships.
	RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.
Health Education	Health Education is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
	It also enables children and young people to make responsible and informed decisions about their health and well-being.
Relationships, Sex, and Health Education (RSHE)	RSHE is about the emotional, social and cultural development of students, and involves
	learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
	Teaching RSHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

5. CURRICULUM

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. It has been expanded in line with statutory requirements. In addition to existing content, pupils will also learn about:

● enhanced online safety content, teaching about pornography, deepfakes, sextortion, and the legal consequences of sharing indecent images.
● The risks of vaping and nicotine addiction
● Misogyny and harmful online content, including extremist or 'monosphere' material

- Suicide prevention, including recognising warning signs, reducing stigma, and accessing support
- Change, loss and bereavement, recognising that grief is experienced differently.

We will develop the curriculum in consultation with trustees, parents/carers, students and staff, and consider the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. DELIVERY OF RSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All lessons are delivered with awareness that RSHE discussions can increase safeguarding concerns. Staff follow updated procedures for reporting and supporting students.

In years 7-11 students will receive a minimum of 1 lesson per week of RSHE. Some students may require more than the minimum requirement as part of their individualised timetables. The delivery of RSHE includes:

- Delivery in small groups or 1:1 where appropriate
- Additional support for students more vulnerable to online grooming, exploitation, or unsafe peer relationships
- Sensitive topics taught factually and without stereotypes
- Age appropriate strategies for teaching about gender, sexual violence, misogyny and online harms

The RSHE lessons are delivered through a competencies-based model. It groups competencies (including skills and attributes) under three headings:

- Independence and Aspirations

- Autonomy and Advocacy

- Choices and Influences.

RSHE 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

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 INCLUSIVITY

Children irrespective of age, faith, race, gender, sexual orientation, and disability are given full access to the RSHE programme in accordance with the recent legislation.

Teaching reflects updated guidance: respecting differences, avoiding assumptions about gender identity, and fostering safe online practices.

We promote British values set out by the Government's 2015 Prevent Strategy.

Values of:

-   democracy,

-   the rule of law,

-   individual liberty,

-   mutual respect and tolerance of different faiths and beliefs.

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them

- Is sensitive to all students' experiences

- Proactively address misogyny, sexism, homophobia and online radicalisation

- Avoids oversimplified or schematic resources that may reinforce stereotypes or present contested belief as fact

- During lessons, makes students feel:

  - Safe and supported

  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

  - A whole class setting

  - Small groups or targeted sessions

  - 1-to-1 discussions

  - Digital formats

- Where we need to tailor content and teaching to meet the needs of students at different developmental stages, Lilya's Schools will ensure the teaching remains sensitive, age appropriate, developmentally appropriate and is delivered with reference to the law.

Lilya's Schools will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

Lilya's Schools will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated.

Any reports of sexual violence or sexual harassment will be handled in accordance with the provision's Child Protection and Safeguarding Policy. We will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age

- Sex

- Race

- Disability

- Religion or belief

- Gender reassignment

- Pregnancy or maternity

- Marriage or civil partnership

- Sexual orientation

LLET will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

6.2 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 students in applying their knowledge in different real -life contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our students

- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan

- Are from credible sources

- Are compatible with effective teaching approaches

- Are sensitive to students' experiences and won't provoke distress

- Teach anatomical terms using medically accurate language

- Include updated content on vaping, suicide prevention, bereavement, misogyny, online harms, pornography, AI-generated, sextortion, and safeguarding information.

7. Use of External organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

All external materials will be available to parents on request. Any contractual restrictions preventing sharing with parents are void.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

  - Are age-appropriate

  - Are in line with students' 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

- 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

8. ROLES AND RESPONSIBILITIES

8.1 THE GOVERNING BOARD

The governing board will approve the RSHE policy and hold the head of provision to account for its implementation. They will:

- Ensure the provision's RSHE curriculum complies with the Department for Education's **2025 RSHE statutory guidance** and that full implementation is achieved by **1 September 2026**.

- Receive reports on RSHE delivery, including AP-specific adaptations, numbers of withdrawals, training completion, and any safeguarding incidents arising from RSHE lessons.

- Scrutinise equality and accessibility: ensure RSHE content is adapted appropriately for pupils with SEND and other vulnerabilities.

8.2 THE HEAD OF PROVISION

The head of provision is responsible for ensuring that RSHE is taught consistently across the provision, for ensuring current legislation is being adhered to and for sharing resources and materials with parents and carers, and for managing requests to withdraw students from non- statutory components of RSE (see section 9). The head of provision is responsible for:

- Ensuring updated RSHE content is delivered and fully embeds the new statutory content (including **vaping and nicotine risks; suicide prevention; misogyny and harmful online content; bereavement/change; medically accurate anatomical language**) and that this content is taught in an age-appropriate and legally accurate way.

- The overall implementation of this policy

- Ensure all staff receive appropriate training and briefings before delivering new or sensitive content, and that training records are maintained.

- Ensure parents/carers can view RSHE materials on request and are consulted about significant changes; manage parental withdrawal requests in line with this policy and ensure withdrawn pupils receive purposeful alternative education.

- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.

- Encouraging parents to be involved in consultations regarding the provision's RSE and health education curriculum.

- Reviewing this policy on an annual basis.

- Reporting to the governing board on the effectiveness of this policy and the curriculum.

- Quality-assure and sign-off external providers/resources before use and ensure safeguarding, data and photography protocols are in place

8.3 STAFF

Staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Be trained to deliver sensitive topics (including suicide prevention, vaping, online harms and misogyny) and to adapt delivery for students in Alternative Provision and students with SEND.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Use medically accurate anatomical language and avoid presenting contested beliefs (e.g. about gender identity) as indisputable fact; present legal facts (e.g. on biological sex and gender reassignment) accurately.
- Modelling positive attitudes to RSE and health education.
- Monitoring pupil progress in RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the RSE and health education subject leader on key topics, resources, and support for individual students.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting safeguarding concerns arising from RSHE discussions.
- Reporting any safeguarding concerns or disclosures that students may make because of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

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 head of provision, Mica Coleman Jones.

8.4 STUDENTS

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They should report concerns or harmful content they encounter (online or offline) to a trusted adult and access support if lessons raise personal issues. This response is in line with our core values of maintaining a positive attitude, respect for others and always displaying high levels of commitment.

9. PARENTS RIGHT TO WITHDRAW

Parents/carers have the right to withdraw their child 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.

Parents cannot withdraw their child from statutory Relationships Education, Health Education, or from biological content covered in the Science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head of provision.

A copy of withdrawal requests will be placed in the student's educational record. The head of provision will discuss the request with parents/carers and take appropriate action.

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

Parents/carers are encouraged to review RSHE materials and discuss concerns with the RSHE lead prior to requesting withdrawal.

10. TRAINING

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

The head of provision 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.

All staff who deliver or support RSHE will receive training on the 2025 statutory content before delivery, including: suicide prevention (safe, age-appropriate messaging and support routes), vaping and nicotine risks, misogyny/online harms, bereavement handling, and use of medically accurate anatomical language.

The SENCO will provide targeted support and CPD for adapting RSHE content for pupils with SEND and for one-to-one/small-group delivery in the AP setting.

Training records will be maintained and reviewed annually. External trainers will only be used after internal briefings and safeguarding checks.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Mica Coleman Jones, Head of Provision, through:

- QA cycle

- Collaborative planning sessions

- Learning walks

- Staff induction

- Staff training

- Staff/Pupil/Parent/Carer voice surveys

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

Monitoring will check that RSHE content aligns with the DfE 2025 guidance and that AP-appropriate adaptations are in place. Monitoring activities will include: QA observations, curriculum planning reviews, staff and student voice, parent feedback, and checks of training records.

Monitoring will specifically review: (a) teaching of vaping and nicotine risks; (b) inclusion of suicide prevention and bereavement content delivered safely; (c) evidence of medically accurate terminology; (d) whether resources avoid presenting contested beliefs as fact; and

(e) whether any safeguarding incidents have arisen from RSHE lessons and how they were handled.

A formal policy review to ensure full statutory compliance will be completed by **Summer 2026**, ready for implementation by **1 September 2026**; interim annual reviews will continue.

Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Developing goal setting, organisation skills and self-awareness: • Personal identity and values • Learning skills and teamwork • Respect in school	Developing empathy, compassion and communication: • Making and maintaining friendships • Identifying and challenging bullying • Communicating online	Developing agency, strategies to manage influence and decision making: • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep	Developing self-confidence and self-worth: • Puberty and managing change • Body satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage	Developing agency and decision-making skills: • Drugs, alcohol and tobacco • Safety and first aid
Developing risk management skills, analytical skills and strategies to identify bias: • Managing online presence • Digital and media literacy	Developing respect for beliefs, values and opinions and advocacy skills: • Stereotypes, prejudice and discrimination • Promoting diversity and equality	Developing agency and strategies to manage influence and access support: • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences	Developing goal setting, motivation and self-awareness: • Aspirations for the future • Career choices • Identity and the world of work	Developing communication and negotiation skills, clarifying values and strategies to manage influence: • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict	Developing agency and strategies to manage influence and access support: • Maintaining positive mental health • Importance of physical activity
Developing goal-setting, analytical skills and decision making: • GCSE options • Sources of careers advice • Employability	Developing self-confidence, risk management and strategies to manage influence: • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication	Developing empathy, compassion and strategies to access support: • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies	Developing analytical skills and strategies to identify bias and manage influence: • Financial decisions • Saving and borrowing • Gambling, financial choices and debt	Developing assertive communication, clarifying values and strategies to manage influence: • Healthy/unhealthy relationships • Consent • Relationships and sex in the media	Developing decision making, risk management and support-seeking skills: • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid
Developing self-awareness, goal-setting, adaptability and organisation skills: • Managing transition to key stage 4 including learning skills • Managing mental health concerns	Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment	Developing agency and decision making, strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships	Developing goal setting, leadership and presentation skills: • Skills for employment • Applying for employment • Online presence and reputation	Developing respect for diversity, risk management and support- seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism	Developing motivation, organisation, leadership and presentation skills: • Preparation for, and reflection on, work experience

APPENDIX 1 CURRICULUM MAP

Developing resilience and risk management skills:	Developing communication and negotiation skills, risk management and support-seeking skills:	Developing confidence, agency and support-seeking skills:	Developing empathy and compassion, clarifying values and support-seeking skills:	Developing confidence, self-worth, adaptability and decision-making skills:	
• Money management • Fraud and cybercrime • Preparing for adult life	• Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings	• Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation	• Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss	• Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals	

APPENDIX 2 BY THE END OF SECONDARY, STUDENTS SHOULD KNOW:	
TOPIC	**STUDENTS SHOULD KNOW**
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	● 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 someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 3 PARENT/CARER FORM FOR WITHDRAWAL FROM SEX EDUCATION WITHIN RSHE			
To be completed by parents/carers who wish to withdraw their child from sex education within RSHE			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			