# Barnstaple Relationship and Sex Education Policy

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| **Approved by:** | Penny Harris (Director) Jane Cox (Director) | **Date:** | 9th November 2026 |
| **Last reviewed on:** | 1st September 2026 | | |
| **Next review due by:** | 1st September 2027 | | |

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

**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;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

**2. Statutory requirements**

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014 and the Children and Social Work Act, 2017 (section 34 and 35).

At On Track, we teach RSE as set out in this policy.

**3. Policy development**

This policy has been developed in consultation with all stakeholders. The consultation and policy development process involved the following steps:

- Review – senior leaders pulled together all relevant information including relevant national and local guidance;
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;

- Stakeholder consultation – interested parties were invited to attend a meeting about the policy;
- Pupil consultation – we investigated what exactly pupils want from their RSE;
- Ratification – once amendments were made, the policy was approved by the Directors.

**4. Definition**

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 curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary to be age and stage appropriate and meet the needs of our pupils with a diverse range of special educational needs.
We have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't need to seek answers online.

For more information about our curriculum, see Appendix 1.

**6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

For more information about our 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 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).

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 Use of resources**

We will consider whether 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, developmental stage and background of our 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.

**7. Roles and responsibilities**

**7.1 The directors**

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

**7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

**7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents 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
- Avoiding language that inadvertently normalises male violence, or stigmatises boys.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead

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 teacher.

**7.4 Pupils**

Pupils 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 do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science 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 a head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head teacher can refuse a request to withdraw the pupil from sex education.

**9. Training**

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
The school 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 through work scrutinies, learning walks and conversations with staff and pupils by the PSHE Lead and Quality of Education Lead at On Track, Barnstaple, and is overseen by the directors (Jane Cox and Penny Harris).

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

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teachers

Appendix 1: By the end of primary school pupils should know

| Topic | Pupils should know |
|---|---|
| Families and people who care for me | That families are important for children growing up because they can give love, security and stability<br><br>The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br><br>That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br><br>That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br><br>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br><br>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | How important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br><br>That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships<br><br>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it<br><br>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br><br>About managing conflict with kindness and respect, and that violence is never right<br><br>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |

| Topic | Pupils should know |
| --- | --- |
| Respectful, kind relationships | The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated<br><br>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br><br>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br><br>That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs<br><br>The practical steps they can take in a range of different contexts to improve or support their relationships<br><br>The conventions of courtesy and manners<br><br>The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity<br><br>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.<br><br>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br><br>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |

| Topic | Pupils should know |
| --- | --- |
| Online safety and awareness | That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child<br><br>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br><br>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults<br><br>That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online<br><br>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br><br>How information and data is shared and used online, including where pictures or words might be circulated<br><br>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up<br><br>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online |

| Topic | Pupils should know |
| --- | --- |
| Being safe | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example<br><br>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br><br>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know<br><br>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br><br>How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so<br><br>Where to get advice, for example from their family, school and/or other sources |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families and people who care for me | That families are important for children growing up because they can give love, security and stability<br>The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br>That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br>That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | How important friendships are in making us feel happy and secure, and how people choose and make friends<br>The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br>That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships<br>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it<br>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>About managing conflict with kindness and respect, and that violence is never right<br>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Respectful, kind relationships | The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated<br>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br>That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs<br>The practical steps they can take in a range of different contexts to improve or support their relationships<br>The conventions of courtesy and manners<br>The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity<br>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.<br>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Online safety and awareness | That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child<br>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults<br>That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online<br>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br>How information and data is shared and used online, including where pictures or words might be circulated<br>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up<br>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online |
| Being safe | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example<br>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know<br>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br>How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so<br>Where to get advice, for example from their family, school and/or other sources |

Appendix 1: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
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| Families | That there are different types of committed, stable relationships<br>How these relationships might contribute to wellbeing, and their importance for bringing up children<br>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<br>That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children<br>That forced marriage and marriage before the age of 18 are illegal<br>How families and relationships change over time, including through birth, death, separation and new relationships.<br>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.<br>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<br>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<br>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<br>What tolerance requires, including the importance of tolerance of other people's beliefs<br>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<br>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 |

| TOPIC | PUPILS SHOULD KNOW |
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| | Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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 |

| TOPIC | PUPILS SHOULD KNOW |
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| | 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<br>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<br>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<br>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<br>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons<br>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<br>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice<br>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<br>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<br>How information and data is generated, collected, shared and used online<br>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)<br>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<br>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 |

| TOPIC | PUPILS SHOULD KNOW |
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| 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<br>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<br>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<br>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<br>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<br>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<br>About concepts and laws relating to:<br>○ Sexual violence, including rape and sexual assault<br>○ 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<br>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour<br>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation<br>○ Forced marriage<br>○ Female genital mutilation (FGM), virginity testing and hymenoplasty<br>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed<br>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury |

| TOPIC | PUPILS SHOULD KNOW |
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| | 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<br>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<br>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<br>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<br>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<br>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<br>That some sexual behaviours can be harmful<br>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<br>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<br>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)<br>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<br>About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment<br>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour<br>How and where to seek support for concerns around sexual relationships including sexual violence or harms |

| TOPIC | PUPILS SHOULD KNOW |
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| | How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment |

## Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |
| | |