



## **Relationships and Sex Education Policy**

### **Rationale and Ethos - What is RSHE?**

Definition of RSHE – from *Sex Education Forum*:

*Relationships and sex education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.*

At Langley Prep School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

RSHE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their body and their sexuality
- have confidence and self esteem to value themselves and others
- behave responsibly within sexual and personal relationships
- communicate effectively
- access confidential advice and support

## **We adopt the DfE definition of RSHE for the purpose of this policy:**

‘RSHE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching’. (DfE – 2021).

We view the partnership of home and school as vital in providing the context of RSHE. We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure RSHE fosters gender equality and LGBTQ+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

## **Why should RSHE be taught?**

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional and moral development and helps young people learn to respect themselves and others move with confidence from childhood through adolescence into adulthood.

It is essential for the following reasons:

1. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
2. Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’.
3. RSHE plays a vital part in meeting schools’ safeguarding obligations. Government guidance is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
4. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
5. A comprehensive RSHE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

## **Roles and Responsibilities**

The RSHE programme will be led by the PDE coordinator and will be delivered by a small specialist team including Heads of Year, or suitably trained speakers. The programme will be supported by the Deputy Head Pastoral.

## **Statutory requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2025) 'Keeping children safe in education'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **Guiding principles for relationships, sex and health education**

- a. Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request

that their children are withdrawn from sex education and the schools should ensure parents are aware of sex education content within lessons in advance.

- c. Positivity. The School should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. The School should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- d. Careful sequencing. The School should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. The School should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- e. Relevant and responsive. The School should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where the School chooses to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by the school's policies for Safeguarding, Substance Abuse, Anti-Bullying and PDE.

## **Curriculum Design**

In the PDE programmes for EYFS, KS1 and 2, pupils are taught about healthy relationships. Pupils look at the people around them who care for them, looking at the different types of families that pupils may have or notice others are a part of, all whilst learning to accept differences and diversity. Pupils look at what it means to have respectful relationships and explore what bullying and kindness mean and reflect on what healthy online relationships should look like, having an awareness of the dangers of social media and the risks associated with being online. Pupils will understand how to keep themselves safe both online and in the real world, with a strong emphasis on mental health and well-being. Pupils are aware of what appropriate and inappropriate relationships are and what to do or who to speak to if they are worried or concerned.

Although sex education is not compulsory for primary aged children, the DfE recommends that sex education is taught in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The School may also cover human reproduction in the science curriculum, but where it does so, this should be in line with the factual description of conception in the science curriculum. The School should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

At KS3, alongside the topics mentioned in EYFS, KS1 and 2, being covered at a deeper level of understanding, pupils will learn about intimate and sexual relationships and will learn about sexual health. Within this topic, pupils will discuss and learn about:

- 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
- what consent means in the context of a sexual relationship and how to establish whether the other person has given 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
- 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 pressuring 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 (although this will only be talked of in scientific terms)
- 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
- what it means to be gay, lesbian, bisexual, pansexual, non-binary or transgender

	EYFS, KS1 & 2	KS3
RSHE Curriculum Topics	<ul style="list-style-type: none"> <li>● Families and people who care for me</li> <li>● Caring friendships</li> <li>● Respectful Relationships</li> <li>● Online relationships</li> <li>● Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>● Families</li> <li>● Respectful relationships, including friendships</li> <li>● Online and media</li> <li>● Being Safe</li> <li>● Intimate and sexual relationships, including sexual health</li> </ul>

## **Safe and Effective Practice**

### **Maintaining a safe learning environment**

#### ***All staff will maintain a safe learning environment by ensuring pupils:***

- have a method of asking anonymous questions within the classroom (e.g. a question jar etc).
- are reminded of the services and staff that are available to answer pupil's questions.
- are encouraged to use the correct terminology when talking about parts of the body or functions of the body.

#### ***Teachers:***

- must set out ground rules at the beginning of any PDE lessons, reminding pupils of expectations.
- will be supported by the PDE Co-ordinator when delivering PDE and the DSL or deputies.
- can use distancing techniques, such as offering anonymised examples or using scientific explanations to give factual answers, when talking about sensitive topics.
- can offer to answer questions from pupils by themselves, if they are sure of the answers and are confident to do so, or can refer to the DSL or PDE Co-ordinator who will ensure the pupil receives an appropriate response.
- will wherever possible offer a range of different views when covering controversial topics and will aim to help pupils understand tolerance in the diversity of people's views and opinions.
- must try to use gender neutral descriptions and have an open mind to all matters relating to LGBTQ+.

### **Language acceptable and appropriate in RSHE lessons**

#### **All staff will:**

- use the correct terms for all body parts as this is deemed good practice.
- where appropriate, teach students what 'slang' words mean and that some are offensive.
- avoid the use of any slang.
- be gender neutral wherever possible.

## Dealing with sexually explicit questions

- Staff will use their professional judgement and consider context when considering answers to such questions.
- It will be made clear, through ground rules for PDE lessons agreed at the beginning of each year, that personal questions are inappropriate.
- Pupils will be encouraged to ask their parents/carers any questions outside the planned programme.
- If appropriate, pupils will be told that their questions will be answered in a later part of the PDE programme.
- The programme may be modified to address particular issues if certain questions recur (perhaps because of current media coverage).

## Safeguarding

**Safeguarding is everyone's responsibility and** teachers should be aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Teachers will consult with the Designated Safeguarding Lead (DSL) or Deputies (when the DSL is absent) if an issue or concern arises.
- See the Safeguarding policy for how to handle safeguarding concerns and disclosures.
- visitors/ external agencies which support the delivery of RSHE will be recorded on the SCR.
- If a speaker or presenter is unknown to the school, prior to the visit, an internet based search (where prescribed vetting checks are not required) will be carried out under the Prevent duty to ensure that they do not promote radical views. All speakers, when speaking, will have a member of staff in the room to monitor the talk and ensure they are appropriately supervised. In line with KCSIE details of visitors will be recorded on the Single Central Register either as a member of staff (if attending regularly and being paid) or a volunteer. Further information can be found in the School's Safer Recruitment Policy available from the HR department.
- All visitors will be required to sign in at reception and either present an up to date DBS certificate or wear a red (escorted) visitor badge.



## **Engaging Stakeholders**

### **Informing Parents/Carers**

A consent letter will be sent to the parents/carers of all students before the start of the sexual element of the RSHE programme, containing information about the programme, explaining its content in outline and notifying them of the right to withdraw their child. We work closely with our parents and carers, offering information, sign posts to advice for parents and provide additional resources at request when we run our yearly meeting outlining the content and approximate teaching delivery of the topics is offered in the second term. This meeting is offered in to all parents and carers, though particularly those of children in Year 6 as this is when we begin to offer a more detailed explanation of RSHE to pupils, within our curriculum.

### **Withdrawing pupils from RSHE by parent request**

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents must put requests in writing to the Head of Prep to remove their child from RSHE education. Before granting any request for withdrawal of a child from sex education, the Head of Prep will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.
- Where sex education is taught to primary aged pupils, the Head of Prep must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the Science curriculum. In Year 7 and 8, the Head of Prep can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.
- If a pupil is withdrawn from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the Science curriculum, including science topics related to puberty or sexual reproduction.
- Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

- Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

### **Governors**

Governors will be informed of the RSHE Policy and updates through full board meetings and will be advised of issues arising. Governors will be informed if the curriculum needs are altered to suit pupil needs through the safeguarding report, issued to Governors.

### **Pupil Voice**

Pupil Voice will be used to review and tailor our RSHE programme to match the needs of different pupils.

### **Monitoring reporting and evaluation**

RSHE provision will be monitored through pupil voice, regular drop-in sessions and regular staff feedback; encouraging staff to reflect on their practice and asking pupils to do the same. Pupils will be able to offer influential feedback to help adapt and amend the PDE planned learning activities.

Questions to be asked include:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?
- Teacher evaluation of lessons, units and the overall RSHE programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils

This policy will be reviewed annually by the PDE Co-ordinator, the Deputy Head Pastoral and the Deputy Head Academic.

## **Appendix – Statutory Guidance on RSHE coverage by the end of primary school includes:**

### **By the end of primary children should know about the following:**

#### **Families and people who care for me**

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- 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.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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.
- That healthy 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.
- 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.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

#### **Respectful, kind relationships**

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### **Online safety and awareness**

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

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- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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 online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns 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.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## **Additional topics in Years 7 and 8**

The School should continue to develop knowledge of topics specified for primary as required and in addition start to cover the following content:

### **Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up 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.

### **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 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.

- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The physical and emotional damage which can be caused by female genital mutilation (FGM).
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

### **Intimate and sexual relationships, including sexual health**

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- 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, are transmitted.
- 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.