



RSE Policy

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Rationale

The school recognises the entitlement of all learners to receive Relationships and Sex Education and Health Education (RSHE), which is current, meaningful, and relevant. Allerthorpe School embeds a respect for diversity and encourages a sense of compassion and understanding of others. We promote a culture of respect, empathy, and understanding, recognising and valuing diversity in culture, faith, identity, and lived experience. Teaching supports learners to explore difference in a way that builds awareness, compassion, and respect for others.

We also recognise that young people navigate an increasingly complex world, including significant online influences and risks. Our curriculum equips learners with the knowledge and skills to stay safe, make informed decisions, and seek support when needed.

RSE is adapted and personalised to ensure accessibility for all learners, particularly those with SEND and SEMH needs, in line with the SEND Code of Practice (2015). Our aim is to support learners in developing the knowledge, skills, and confidence needed for safe relationships, independence, and adulthood.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all learners receiving secondary education. Personal, Social, Health, Citizenship and Economic Education (PSHCE Education) continues to be compulsory in independent schools; we include RSE and Health Education within our whole-school PSHE programme.

This RSE policy is also informed by the following legal guidance:

- Equality Act (2010)
- Keeping Children Safe in Education (2026)
- SEND Code of Practice (2015)
- DfE RSHE Guidance (2019, updated implementation expectations)

All secondary learners are entitled to receive Relationships and Sex Education (RSE) and Health Education as part of a broad and balanced curriculum.

Content is delivered in a way that is:

- Age-appropriate and developmentally appropriate
- Inclusive and respectful of protected characteristics
- Adapted to learners' individual needs and experiences
- Supported by clear safeguarding procedures and professional boundaries

Definition

The Sex Education Forum defines relationships and sex education (RSE) as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip learners 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.

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, awareness of boundaries, consent and safety, family, stable loving relationships, feelings, gender roles and decision-making.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, but about ensuring learners have the knowledge, understanding, and support to make informed, safe, and respectful choices.

Aims

RSE, as part of the PSHE education curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with the difficult moral, social, and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers, and members of society. Effective RSE is a key component in our approach to safeguarding our learners through the curriculum. The secondary age group is considered vulnerable with respect to the specific safeguarding issues of child exploitation (CCE and CSE) and child on child abuse, including teenage domestic violence.

Effective RSE can make a significant contribution to the development of the personal skills needed by learners if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Our curriculum aims to:

- Provide a safe, structured space where sensitive topics can be explored without pressure or judgement
- Support learners to develop self-respect, confidence, and a positive sense of identity
- Build understanding of healthy relationships, boundaries, and consent
- Enable learners to recognise risk, stay safe, and seek help when needed
- Develop learners' ability to understand and manage emotions
- Prepare learners for puberty, adulthood, and independent living in an appropriate and supported way
- Equip learners with accurate vocabulary to describe their bodies, feelings, and relationships
- Foster a culture of respect, inclusion, and acceptance of diversity

Policy Development

This policy is developed and reviewed through a collaborative and reflective process, including:

- Staff input and professional reflection
- Learner voice (formal and informal)
- Parent/carers consultation
- Review of national and local guidance

The consultation and policy development process involves the following steps:

1. Review – the staff working group pulls together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
3. Parent/carers/guardian consultation – parents, carers and guardians are invited to attend a meeting about the policy and provide feedback through various mechanisms.
4. Young people consultation – an enquiry into what exactly young people want from their RSE.
5. Ratification – once amendments are made, the policy is shared with directors and ratified.

Learner voice is gathered through:

- Structured feedback and evaluations
- Class discussion and reflection
- Ongoing dialogue with trusted staff

This ensures the curriculum remains relevant, responsive, and meaningful.

The Law

It is important to know what the law says about sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal

provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Young people should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent.
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting,' youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations, CSE, CCE)
- domestic abuse and child-on-child abuse
- equality, discrimination, and protected characteristics

Content is delivered carefully to ensure learners feel informed, not overwhelmed, with opportunities to revisit learning in manageable steps.

Inclusion and Equality

Our RSE programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our curriculum respects and builds on these, providing programmes that reflect both the universal and unique needs of our learners. In this way, the programmes recognise and respect learners' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith, or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends, and wider community.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject learners to discrimination. This includes protection for all the **nine characteristics** stated in the Act. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between learners, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

Partnerships with Parents, Carers and Guardians

The school recognises that parents, carers, and guardians are crucial to the success of the RSE programme and is committed to providing both information about what is provided and accessible opportunities to comment on policy and practice.

Parents, carers, and guardians will retain the right to withdraw their child from sex education at the school. However, young people can opt into sex education from three terms before their 16th birthday and at that point, parents, carers, and guardians will not have the option to withdraw their children from relationships education or health education. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education, please speak to the school principal.

Requests for withdrawal should be put in writing using a form available for this purpose and available from the office. A copy of withdrawal requests will be placed in the learner's educational record. The school principal will discuss the request with parents and take appropriate action.

Alternative, purposeful, and appropriate work will be given to learners who are withdrawn from sex education.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSE is clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that staff cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding and Prevent Lead as outlined in the safeguarding and child protection policy.

Delivery of the RSE Curriculum

To ensure both progression and coverage of the statutory curriculum, we use the PSHE Association's Education Planning Framework for Pupils with SEND and the RSHE Curriculum Map from Oak National Academy for years 7-11. Our programmes recognise that young people will bring prior learning and real-life experiences to their learning. We respect and build on these, providing programmes that reflect both the universal and unique needs of our learners.

RSE includes topics that may feel complex or sensitive. These are taught in a way that:

- Prioritises emotional safety, respect, and clear boundaries
- Encourages learners to explore ideas without pressure to disclose personal experiences
- Promotes understanding of different perspectives, rather than judgement
- Supports learners to develop informed, reflective decision-making skills

Staff use calm, non-judgemental language, and lessons are structured to ensure learners feel secure, prepared, and able to engage at their own level.

At school, we have amalgamated the frameworks into a rolling 3-year programme for Key Stage 3 and a 2-year programme for Key Stage 4. Please see appendices 1 and 2. Much of the RSE curriculum is delivered as part of this. This structure allows learners to revisit key themes, build understanding over time, and develop confidence gradually through repetition and reinforcement. Themes are sequenced and revisited in manageable steps, supporting learners to retain knowledge and apply it in different contexts.

Some young people at Allerthorpe may either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to a trusted adult. They will also be interested in other influences on sexual decision-making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Young people at KS4 will need more information on sexual risk, pregnancy, sexual health, fertility, and infertility. They may be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

The curriculum will be developed through the following themes:

- Relationships
- Feelings and attitudes
- My body
- Influences on behaviour

- Keeping safe and looking after my sexual health and the law
- People who can help me / sources of help and advice.

RSE will be taught primarily within PSHE, but also in Science, Life Skills, ICT and PE lessons. Lessons may be taught as part of a discreet unit, or they may be embedded within other subjects. The school will offer a flexible approach to delivery where a particular need or concern is identified.

In KS4, our learners will also have access, throughout the academic year, to workshops and RSE lessons taught by trusted external professionals, such as health services or specialist organisations promoting positive sexual health and relationships

Young people will also be signposted to appropriate support and services when required. This may include counselling and wellbeing support, local health and sexual health services, healthcare professionals and trusted adults within school.

How We Assess, Record and Report Learners' Learning and Progress

We will ensure that assessment opportunities are built into the RSE programmes and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable learners to reflect on their work and learning, for example, in-class question and answer, discussion, group work, peer assessment, self-assessment and marking.

Learner progress will be tracked by the teacher-delivering PSHE and will link with the schools' overall learner tracking, including individual needs. Assessment in RSE is designed to be supportive, reflective, and focused on personal development, rather than judgement.

Learners are supported to reflect on their learning through discussion, questioning, and structured activities, develop understanding through peer and self-assessment (appropriately scaffolded) and engage with feedback that is clear, respectful, and encouraging

Progress is monitored by teaching staff and contributes to the whole-school understanding of each learner's development, recognising both knowledge gained and personal growth.

We will ensure that parents, carers, guardians, and other stakeholders are provided with feedback and information about learners' learning in RSE.

The curriculum itself will be quality-assured in a variety of ways including learning walks, drop-ins, lesson observations, planning, and work scrutiny. This will be carried out as part of the schools' ongoing quality assessment cycle by the SLT.

Roles and Responsibilities

Learners

Young people are expected to participate in RSE and treat others with respect and sensitivity. Alternative work, which focuses on values and self-esteem will be given to those who are withdrawn from RSE.

Staff delivering RSE are responsible for:

- Planning the curriculum using the school's proformas.
- Delivering RSE in a sensitive way.
- Adapting and personalising delivery to the needs of the individual.
- Modelling positive attitudes to Relationships and Sex Education.
- Monitoring and tracking progress.
- Responding to the needs of individual young people and issues as they arise.
- Responding appropriately to young people whose parents, carers or guardians wish them to be withdrawn from the sex education components of RSE.
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding.

The Principal:

The Principal is responsible for ensuring that RSE is fully covered and that it is taught consistently well. The Principal is responsible for managing requests to withdraw learners from the non-statutory/non-science components of RSE. The Principal and RSE Lead will provide regular access to training and development to ensure that staff are confident in their subject knowledge and delivery. The Principal is responsible for the monitoring and evaluation of the RSE programmes.

Monitoring and Evaluation

The Principal will lead the evaluation by encouraging learners to participate in completion of surveys and focus group discussions. Relationships and Sex Education can be evaluated by monitoring the decline in recorded instances of homophobic bullying, bullying, use of derogatory language, including genderised or sexual comments.

Links to Other Policies

This policy is to be read in conjunction with the following school policies, guidance, and documentation:

- Health and Safety Policy
- Prevent Duty Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Curriculum Policy
- Equity, Diversity, and Inclusion Policy
- PSHE/RSHE - whole school curriculum overview
- PSHCE (incorporating SMSC) Policy
- Behaviour Policy
- SEND Policy

Further Information

Brook – the UK's leading sexual health charity for young people under 25 www.brook.org.uk.

Bish websites – online advice and information for both professionals and young people, created by Justin Hancock, an experienced relationships and sex educator www.bishtraining.com (for professionals) & www.bishuk.com (for young people).

Sex Education Forum – a membership organisation that works together with its members for quality relationships and sex education www.sexeducationforum.org.uk.

RSE Hub – a membership organisation that believes that relationships and sex education (RSE) should be an entitlement for all children and young people www.rsehub.org.uk.

Family Planning Association – a UK registered charity working to enable people to make informed choices about sex and to enjoy sexual health www.fpa.org.uk.

National Aids Trust – the UK's leading charity dedicated to transforming society's response to HIV www.nat.org.uk. PSHE Association, <https://www.pshe-association.org.uk/>.

Appendix 1

Our RSE provision is delivered through our PSHE curriculum, with links into Life Skills and Careers.

Term	KS3 Year A	KS3 Year B	KS3 Year C	KS4 Year A	KS4 Year B
Autumn 1	Healthy lifestyles Healthy Eating What makes a healthy diet Risks associated with unhealthy eating (including, under eating, obesity, cancer, heart disease, different eating disorders and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Healthy lifestyles Taking Care of Physical Health Things needed for a healthy body The importance of sufficient good quality sleep, protecting the body from the sun, maintaining heart and lung health Risks associated with alcohol, tobacco, vaping, and drugs	Healthy lifestyles Mental Wellbeing different strategies which can help with mental wellbeing Engaging with narratives or scenarios related to mental wellbeing Signs of mental wellbeing concerns in self and others Features and dangers of eating disorders Neurodivergence and how this links to mental wellbeing	Healthy lifestyles Healthy Eating What constitutes a healthy diet Causes, symptoms, and effects of different eating disorders Taking care of physical health Maintaining heart and lung health through exercise Advantages and disadvantages of different forms of exercise Keeping Well Steps of first aid procedures Mental wellbeing Activities which can promote good mental health	Healthy lifestyles Healthy Eating To be able to plan and source healthy meals Plan a meal out in the community Taking care of physical health To be able to plan a healthy lifestyle Health and fitness activities in the local communities Keeping Well Daily living skills Self-care life skills Mental wellbeing Self-regulation strategies
Autumn 2	Self-care, Support and Safety Trust and consent Different kinds of touch or physical action can be safe or unsafe	Self-care, Support and Safety Keeping Safe-Cyber Safety Different agencies which offer advice on safety Consequences of risky legal and illegal behaviours	Self-care, Support and Safety Taking Care of Ourselves at home and in the community Substances people might swallow, drink or	Self-care, Support and Safety Taking Care of Ourselves Government guidance, safe and unsafe limits, legal age, and risks related	Self-care, Support and Safety Taking Care of Ourselves Strengths/alcohol content Risks and issues related to vaping,

	The concept of consent The concept and importance of trust	Potential dangers on the internet	inhale that could be harmful to their health Risks associated with medicines and drugs including addiction Risks within different environments and how they can be avoided Fire prevention and fire evacuation procedures Basic first aid	to alcohol consumption Medical and social problems related to legal drugs Keeping Safe identifying risks within different environments and how they can be avoided Safety laws and the responsibility of individuals to keep themselves safe Trust Identifying risky situations in which to say no or remove trust Keeping Safe Online To be able to identify multiple risks of sharing information on the internet and how to avoid them	smoking, and alcohol Keeping Safe Health and safety risks and prevention in different environments fire prevention and evacuation procedures and individual responsibility to keep things safe Trust Risks when meeting someone new and how to get help if something goes wrong How others can abuse trust or deliberately mislead Keeping Safe Online How to keep safe online
Spring 1	Managing Feelings Identifying and Expressing Feelings and Managing Difficult Feelings The causes and effects of stress and the physical and mental effects of stress and coping strategies	Managing Feelings Self Esteem and Respect Communication skills to express positive emotions about ourselves Understanding that feeling good is often connected with other people Understanding of how kind and unkind words can affect other people	Managing Feelings Abuse and Bullying Resilience and strategies to cope with bullying or hurtful behaviour from others Organisations that offer advice and support about bullying and to know how to ask for help	Managing Feelings Identifying and Expressing Feelings How events link to different emotions including trauma How to cope with difficult emotions Managing Difficult Feelings Mental illness	Managing Feelings Identifying and Expressing Feelings To be able describe how an event has affected our own emotional reactions Managing Difficult Feelings To be aware of different mental illnesses and how

	How to recognise signs of mental wellbeing issues	Personality traits, words, and actions that promote positive relationships with others Ways to build self confidence	Characteristics of peer pressure Different forms and signs of abuse Warning signs of an abusive relationship	Causes and effects of stress Self Esteem and Respect The importance of recognising own strengths for personal development	they can be treated or supported Self Esteem and Respect To be able to demonstrate understanding of the concept and legislation around equal opportunities Abuse and Bullying To be confident in ways to cope with bullying
Spring 2	Changing and Growing Puberty and Feelings Key changes to male and female bodies that happen during puberty Different stages of the menstrual cycle Hormones and changes during puberty affect physical and mental feelings Different emotions and feelings related to puberty and to know where to seek help	Changing and Growing Baby to Adulthood-Families Key biological steps of how babies are made and are born Parental responsibilities and legal obligations and how these change throughout life Characteristics of successful parenting Legislation related to married and unmarried couples Different kinds of families and relationships including those which are not based on a heterosexual relationship Warning signs that someone may not be trustworthy	Changing and Growing Intimate Relationships, Safety, and Consent Risks of sharing personal information or images online and ways to avoid the risks Features of healthy positive friendships To be able to identify positive circumstances and the process of sexual reproduction Contraception, healthy relationships, STIs and how to have safe sex Consent and sexual harassment/assault	Changing and Growing Baby to Adulthood Puberty Male and female reproductive anatomy what happens to the body during pregnancy and childbirth Intimate Relationships, Safety, and Consent Hormones and changes during puberty which affect physical and mental feelings To be able to identify positive circumstances and the process of sexual reproduction	Changing and Growing Baby to Adulthood The different stages of life to identify feelings related to transition into adulthood and steps we can take to make the process easier Puberty Difficult feelings around growing up Intimate Relationships, Safety, and Consent Different features of contraceptive methods as well as how you might make a choice of method Families

				Families Healthy and unhealthy family relationships	To be able to identify positive features of close relationships and define romantic love
Summer 1	Self-Awareness Who am I? Likes and Dislikes To evaluate your own abilities To identify things you like and dislike about school To identify things which motivate and inspire	Self-Awareness Kindness Communication skills to recognise that everyone should be treated fairly and that kindness creates a more positive world for all Different forms of prejudice and discrimination and be aware that they are unacceptable To be able to identify more subtle forms of bullying To be able to recognise and avoid peer pressure	Self-Awareness What am I Good at? What do I Need to Learn? Self-empathy and self-esteem To be able to identify own strengths and areas for improvement Strategies to plan ahead in order to achieve goals To be able to link what we have learnt to our dreams and ambitions and help us find employment Ways to manage emotional difficulties in a professional environment	Self-Awareness Who am I? To be able to demonstrate the ability to recognise strengths in others Strategies to manage negative opinions and comments of others What am I Good at? What do I Need to Learn? Strategies to plan ahead in order to achieve goals Kindness To be able to recognise and avoid peer pressure	Self-Awareness Who am I? Likes and Dislikes To be able to recognise the value of reflection and self-assessment to be able to identify personal aspirational targets To be able to identify employability skills and select which ones you could improve upon Create an action plan for positive personal goals What am I Good at? What do I Need to Learn? To understand how to write a SMART target and ways to improve employability Kindness To be able to identify how to be kind and how this improves life at home, in your relationship and family

Summer 2	The World we Live in Community Values Laws and Rights The importance of looking after our living environment Taking care of our local communities Ways to have a positive influence of the people and animals around you School rules different laws, crimes, and punishments political groups	The World we Live in Equality and Diversity Different religious groups and belief systems Differences and similarities in different belief systems and how generalisations and assumptions can be harmful Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups Benefits of a diverse society To be able to manage situations where you may experience prejudice or injustice	The World we Live in Finances How money is used and how to keep it safe Negative consequences of overspending Ways to manage income and outcome effectively Debit and credit Class or school mini enterprise project	The World we Live in Community Values Recognise ways to have a positive influence of the people and animals around you Rights and responsibilities Equality and Diversity Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups The benefits of a diverse society Laws and Rights Signs of false information or fake news To recognise that political groups can be manipulative in order to promote their own agenda Finances Ways to manage finances effectively	The World we Live in Community Values Choose and plan an enterprise project Equality and Diversity To be able to manage situations where you may experience prejudice or injustice Human rights and equal opportunities Laws and Rights How to prevent or report crime Rules, laws, and rights on the internet Finances To be aware of financial services and what they do
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Appendix 2

Relationships and Sex Education Expectations

By the end of secondary, learners will need to 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 and civil partnerships are, including their legal status (e.g., that marriage and civil partnerships 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 and civil partnerships are an important relationship choice for many couples and why it must be freely entered into; further linked to educating on **protected characteristics**.
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents 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; how to 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.

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.

- 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 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.

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 behaviour, can damage the way people 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).

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.