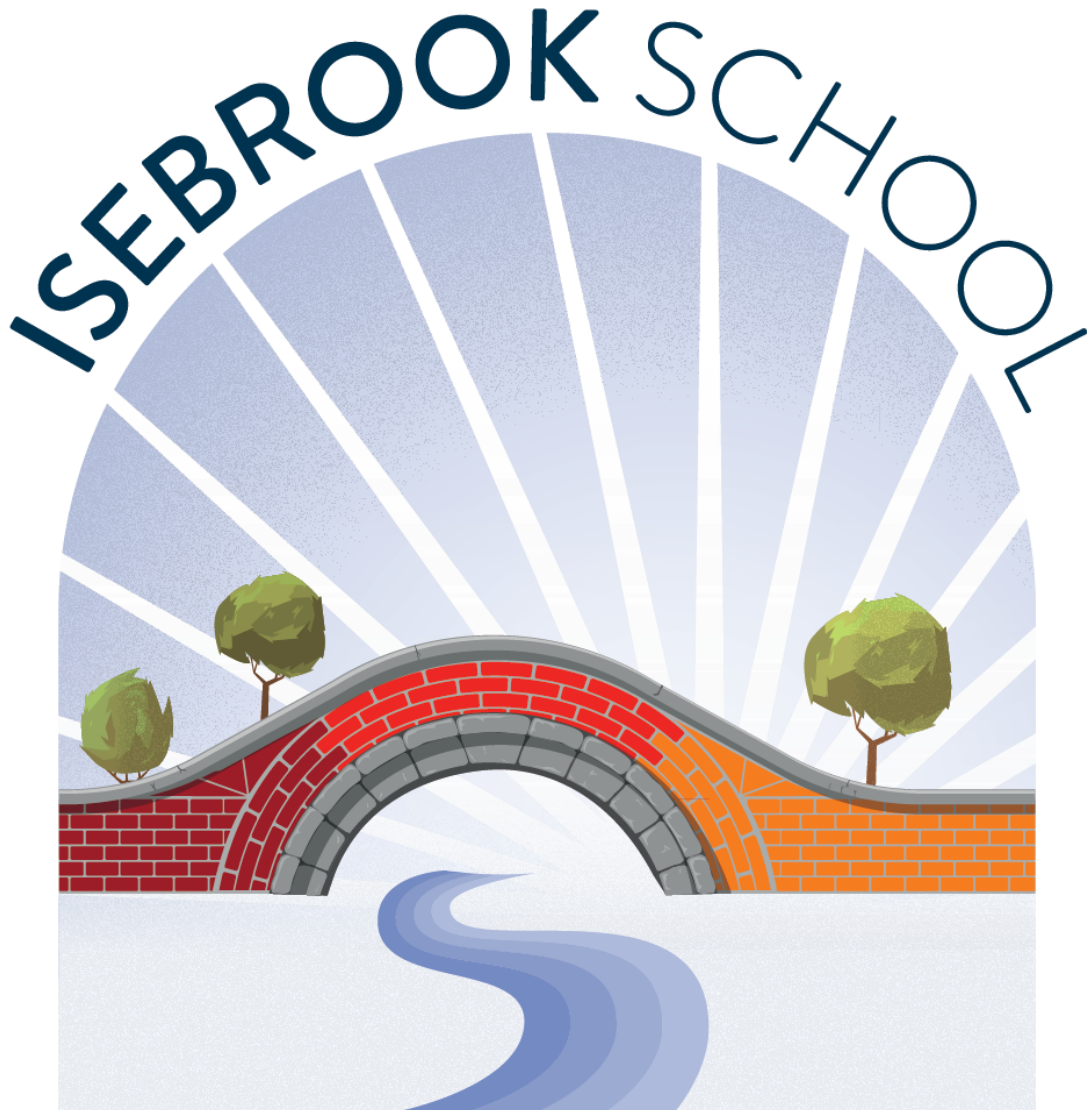


Relationships and sex education policy

Isebrook School



Approved by:

LGB

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1. Introduction

At Isebrook School, we aim to educate the whole child and to ensure that all students are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Relationships Education, Relationships and Sex Education (RSE) and Health education are a fundamental part of our Personal Development Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy and care.

2. What is Relationships and Sex Education?

Relationships and Sex Education relates to the learning about physical, moral and emotional development, understanding the importance of family life as well as stable and loving relationships, and promoting British Values such as tolerance. It

involves acquiring information, developing skills and forming positive beliefs, values and attitudes, whilst supporting young people's self-confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building students' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our students grow, they will understand their rights as global citizens, but also the responsibility that this brings.

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact, knowledge can prevent this, as well as help to identify child protection issues in young children. Relationships education is not about the promotion of sexual orientation or sexual activity, as this would be inappropriate teaching. Young people's entitlement to RSE is identified in the term of the Education Act 1996.

3. Aims and Objectives

The policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding Relationships and Sex Education including its content, progression and delivery, and that the students receive their educational entitlement. It is our intent that all children have the opportunity to experience a bespoke and relevant programme of Relationships and Sex Education at a level, which is appropriate for their age, cognitive and physical development, with differentiated provision a required element. Taking account of the age, maturity and needs of the students, Relationships and Sex Education aims to:

- Help students recognise, understand, build and maintain healthy relationships.
- Provide students with the knowledge and understanding of how to respect and care for their bodies.
- Enable students to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help.
- Help students to learn to respect for themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.
- Support students in understanding how to access the internet safely, including social media.
- Enable students to stay as healthy as possible (including their mental health and wellbeing).
- Provide students with the confidence to be active participating members of society and to value themselves and others.

- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.



4. Statutory requirements

As a maintained secondary school we must provide RSE to all students, as per the Children and Social work act 2017.

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

This policy should be read in conjunction with the following School policies:

- Safeguarding policy
- Anti-bullying policy
- E-safety Policy
- Relationships policy
- Equality information

5. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

6. RSE Curriculum Planning

Relationships and Sex Education is the multi-layered acquisition of skills, knowledge and understanding of ourselves, our bodies and our relationships. It is taught using content and materials that consider the developmental, cognitive and chronological age of the students. Isebrook School delivers the RSE offer as informed by statutory content set out in the RSE and Health Education Guidance 2019 (refer to Appendix 1 and Appendix 2). The context is tailored to the needs of the school population through a broad, differentiated, balanced and sequential curriculum.

We have developed our curriculum in line with the government expectations but also reflecting our knowledge and understanding of students' needs.

Our primary focus within the curriculum will be:

- **Keeping safe** - online safety, privacy and respect in relationships, consent, knowing where to access support and help, awareness of the law and rights of self and others
- **Emotional regulation** - identifying and managing own emotions safely, recognising and responding to the emotions of others safely and appropriately
- **Relationships** - positive relationships, friendships, family relationships, nonsexual relationships and sexual relationships

Effective teaching will ensure that core knowledge is broken down into units of a manageable size and are communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include well-chosen opportunities and contexts for students to practise applying and embedding new knowledge, so that it can be used skilfully and confidently in real life situations. When appropriate students will follow a structured, graduated and age appropriate programme to increase their understanding of aspects of puberty, health and sexual relationships. **Although progressive**

curriculum maps are in place, the teaching sequence in which learning units are taught, may be changed to reflect the specific needs of student cohorts or individual student needs.

As part of the PSHE Curriculum -which incorporates our RSE offer- we focus on helping students develop an understanding of themselves, form good relationships and respect the differences between people. Further curriculum content includes learning units on online relationships and internet safety, mental wellbeing, physical health and fitness, healthy eating as well as substance misuse.

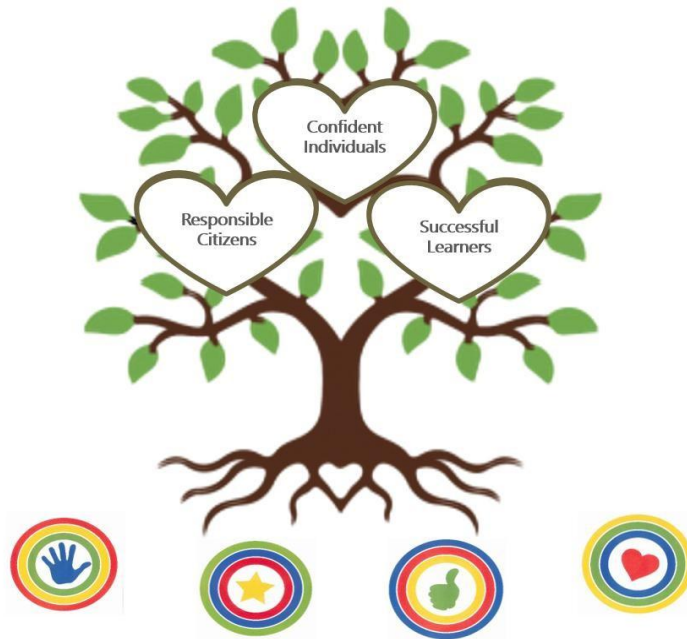
At later stages of the curriculum offer we aim to inform our students about the influence of social media on mental health, the ability to deal with emotions and stay safe, intimate relationships, personal space and physical contact, consent etc. students with an appropriate level of understanding follow learning units that focus more specifically on relationships, sexuality and reproduction, including sexual health and STDs. Whilst we may cover Secondary Specific RSE content, we continue to develop knowledge on topics specified for primary as and when required.

For more information about our curriculum, see our curriculum map in Appendix 1 and Appendix 2 which identifies content to be covered in secondary schools.

7. Delivery of RSE

We teach Relationships and Sex Education in the context of the school's aims, ethos and core values framework promoting:

- Respect for self and others,
- Responsibility for own actions as well as for family, friends, school and community.
- Compassion towards others
- Achievement- through happy and healthy lifestyles.



Whilst Relationships and Sex Education in our school means that we give students information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in school. **Isebrook School is also aware of the preparing for adulthood outcomes as set out in the SEND Code of Practice and ensures that RSE teaching is differentiated, personalised and delivered in an accessible way**

The Relationships and Sex Education curriculum will be delivered through our **Health** and PfA lessons across the school year. Each short term will focus on one of the areas listed below, with RSE embedded into each.

- Self-care, support and safety
 - Healthy lifestyles
 - The world I live in
 - Self-awareness
- Managing feelings
- Changing and growing

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of students 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).

RSE content is taught by school teachers across identified curriculum strands (i.e. Physical Development and Wellbeing, Social and Emotional Development and Wellbeing, as well as Communication) and through a sequence of identified PSHE lessons. Since Relationships and Sex Education incorporates the development of self-esteem and relationships, students' learning does not just take place through the taught curriculum, but through all aspects of school life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input or in the context of Personal Development Day activities.

RSE is set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. RSE also sits within the context of the School's broader philosophy and approach to developing students socially, morally, spiritually and culturally and its pastoral care system. Relationship and Sex Education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant.

Teachers will set a group agreement with students to ensure that an atmosphere is created where students feel able to discuss concerns, feelings and relationships. It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded.

To support the delivery of RSE related outcomes a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material from the internet and visits. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others that may have different opinions. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school, at any time they are working with children.

8. Sensitive issues

From time to time, sensitive issues will be raised by students. It is important that all individuals, concerned with the delivery of RSE in school, are aware of the agreed values framework. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems, which may be worrying a child.

9. Child protection and confidentiality

When teaching any sensitive topic, such as RSE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff should follow the guidelines in the Safeguarding Policy adopted by the school.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The School will ensure that Schemes of Work may be adapted, as appropriate, to meet individual student needs in relation to their contextual circumstances.

10. Roles and responsibilities

10.1 The Governing Board

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

10.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/nonscience] components of RSE (see section 8).

The Headteacher should keep the Governing Body fully informed of provision, issues and progress in RSE.

The Headteacher alongside the lead DSL, should act upon any concerns which may arise from student disclosure during RSE sessions.

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Reporting any safeguarding concerns in relation to RSE in the schools expected way

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

10.4 Students

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

11. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/nonscience] components of sex education within RSE up to and until three terms before their child turns 16. After this point, if the child wishes to receive sex education, rather than being withdrawn, the school will arrange this.

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

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

Staff aim to work with parents to ensure that students are able to access relevant and statutory RSE content, at an appropriate level.

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

There is no right to withdraw from Relationships or Health Education.

12. Monitoring arrangements

The delivery of RSE is monitored by AHT's through:

- Regular quality assurance measures, including learning walks, scrutiny of planning and student work.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Deputy Headteacher annually. At every review, the policy will be approved by the School Governing body.

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Appendix 1: Curriculum Map

	Autumn Term		Spring Term		Summer Term	
	Self-care, Support and safety	Healthy lifestyles	The World I live in	Self-awareness	Managing feelings	Changing & growing
KS3 Years 7 -8	<p>Friendships, including those online</p> <p>Online safety</p> <p>Knowing how and where to access help with friendships both on and offline</p>	<p>Healthy diet and lifestyle</p> <p>Impact of technological devices on physical and mental health</p> <p>Ways to support own mental wellbeing</p> <p>Illegal substances- alcohol, tobacco and drug-taking</p>	<p>Respect and tolerance of others</p> <p>Diversity and stereotyping</p> <p>Bullying- identifying different types and the impact of</p>	<p>Building friendships and how to repair</p> <p>Importance of families</p> <p>Awareness and acceptance of different family make ups</p> <p>Importance of self-respect and respect for others</p>	<p>Mental wellbeing is a normal part of daily life</p> <p>Understand it is normal to feel a range of emotions</p> <p>Recognise and talk about emotions</p> <p>Identify if behaviour is appropriate and expected</p>	<p>Family life/ dynamics</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Key facts about puberty and changing adolescent bodies</p> <p>Know about menstrual wellbeing including key facts about the menstrual cycle</p>

	Self-care, Support and safety	Healthy lifestyles	The World I live in	Self-awareness	Managing feelings	Changing & growing
KS4 Years 9 - 11	<p><u>Online safety- including:</u></p> <p>Understand online risks. Including sharing material with others and the risks involved</p> <p>What to do and where to get support to report material or manage issues online</p>	<p><u>Physical health</u></p> <p>Know how to recognise the early signs of physical illness</p> <p><u>Mental health</u></p> <p>Understand that it is common to experience ill mental health, but these can usually be resolved with the right support</p> <p>Understand the importance of physical exercise and time outdoors has on mental wellbeing and happiness. In addition to combating stress</p> <p>Understand that all aspects of health can be affected by choices made in</p>	<p><u>Diversity and equality</u></p> <p>The legal rights and responsibilities regarding equality, understanding everyone is unique and individual</p> <p>Diversity and stereotyping</p> <p><u>Bullying</u></p> <p>Understand different types of bullying, the impact and responsibility of bystanders</p>	<p><u>Relationships, including friendships</u></p> <p>Understanding how to reconcile and end relationships.</p> <p>Understand the term consent</p> <p>Identify practical steps they can take in a range of contexts to support respectful relationships</p> <p>Understand how stereotypes can cause damage and might normalise non-consensual behaviour</p>	<p><u>Recognising emotions and emotional wellbeing</u></p> <p>Students to develop self-care strategies linked to hobbies and interests</p> <p>Be able to talk about their emotions</p> <p>Know that happiness is linked to being connected to others</p>	<p><u>Intimate relationships</u></p> <p>Know there are different types of committed, stable relationships</p> <p>Recognise the characteristics and positive aspect of healthy intimate relationships</p> <p><u>Intimate relationships and the law</u></p> <p>Illegal behaviour in relationships</p> <p>Consent in intimate relationships</p> <p><u>Reproductive health</u></p>

		sex and relationships, positively and negatively.				Contraception choices STI awareness Access to help and advice
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	Self-care, Support and safety	Healthy lifestyles	The World I live in	Self-awareness	Managing feelings	Changing & growing
<p>KS5</p> <p>Year 12 - 13</p>	<p><u>Online safety and the media</u></p> <p>Sharing and viewing of explicit content</p> <p>Sharing of indecent images and the law</p> <p>How and where to receive help with the sharing on indecent images online.</p> <p>Know that the sharing and viewing of indecent images of children (including those created by children) is a criminal offence</p> <p><u>Basic first aid</u></p> <p>Basic treatments for common injuries</p> <p>Lifesaving skills</p>	<p><u>Health and prevention</u></p> <p>Self-care – dentists, opticians etc.</p> <p>Regular screening, including immunization and vaccination.</p> <p><u>Drugs, alcohol and tobacco</u></p> <p>Legal and illegal substances</p> <p>Long term effects of substance misuse- physical and psychological</p>	<p><u>Diversity and equality</u></p> <p>The legal rights and responsibilities regarding equality, understanding everyone is unique and individual</p>	<p><u>Mental health</u></p> <p>Impact of lifestyle choices and relationship choices on mental wellbeing</p> <p>Ways to support own mental wellbeing</p>	<p><u>Recognising emotions and emotional wellbeing</u></p> <p>Students to develop self-care strategies linked to hobbies and interests</p> <p>Identifying when others need support with their own mental wellbeing</p> <p>Where and how to access support with emotional wellbeing</p>	<p><u>Starting a family</u></p> <p>Parental responsibilities</p> <p><u>Intimate relationships and the law</u></p> <p>Understand the concepts of, and laws relating to: abuse, grooming, coercion, harassment, forced marriage, honour based violence and FGM, and how these can affect current and future relationships</p> <p><u>Sexual health</u></p> <p>Fertility</p> <p>STI's and treatment</p> <p>Contraception efficiency</p>

						Where to seek advice and support
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Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Curriculum content

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. 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.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.¹
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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. By the end of secondary school students

Respectful relationships

¹ [Age of Marriage Act 2023](#)

Curriculum content:

1. 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.
2. 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.
3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. 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.
9. 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.

10. 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.
11. 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.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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.²
7. 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.
8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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.
12. How information and data is generated, collected, shared and used online.

² For example, see [Report Remove](#)

13. 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).
14. 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.
15. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.³
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

³ The [Domestic Abuse Act 2021](#) recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The [Domestic Abuse Act 2021 statutory](#) guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. 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.
16. 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

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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.
5. That some sexual behaviours can be harmful.
6. 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.

7. 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.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.

5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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ISEBROOK SEN SCHOOL RSE DRAFT POLICY 2021