THE DORMSTON SCHOOL

Relationships and Sex Education Policy

Date	Review date	Lead	Nominated Governor or Committee
01/09/26	01/09/27	Assistant Headteacher for Teaching and Learning / PSHE Lead	Chair of Governors
			Ratified: Y
			Date: 01/09/26
			Website: Yes

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1. Aims

The aims of relationships and sex education (RSE) at The Dormston School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the body changes that occur throughout adult life
- To give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- To enable pupils to recognise the differences between healthy and unhealthy relationships
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To enable pupils to make **safe and informed** decisions regarding sexual behaviour

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under the Children and Social Work Act 2017.

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

Dormston School's RSE provision is designed to meet the requirements of the Department for Education's Statutory Relationships and Sex Education (RSE) and Health Education for implementation from 1st September 2026: Relationships Education, Relationships and Sex Education and Health Education guidance

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

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities At Dormston, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It is important to distinguish the difference between Relationships Education and Sex Education.

At Dormston School, Relationships Education is defined as education that involves teaching pupils about the characteristics of safe and healthy relationships, including friendships, family relationships, online interactions and intimate relationships in all their forms. It enables pupils to understand boundaries and tolerance, to accept diversity, and to recognise and respond to unhealthy or harmful behaviours.

Sex Education is defined as education that aims to provide pupils with age-appropriate, factual knowledge about human sexuality and sexual health, including contraception and sexually transmitted infections, enabling pupils to make informed and safe choices about sexual activity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

Sample materials have been shared with parents/carers as part of the process of developing this policy. We will share all curriculum materials with parents and carers upon request.

5.1 British values

Dormston School's RSE curriculum has been designed to support and align with the teaching of British values in the following ways:

- **Democracy**
  The RSE curriculum actively encourages discussion and respect for differing opinions. Students learn to express views and listen to others on sensitive topics.
- **Rule of law**
  The RSE curriculum enables pupils to understand laws around consent, age of consent, online safety, and exploitation. This helps pupils recognise boundaries and the legal protections they have.
- **Individual liberty**
  The RSE curriculum is designed to help pupils to make informed choices, understand their rights, and develop autonomy over their bodies and relationships.
- **Mutual respect and tolerance**
  The RSE curriculum directly promotes respect for others, including different families, relationships, sexual orientations, and beliefs. The curriculum is designed to support inclusion and encourage tolerance.

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

6. Delivery of RSE

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the learning

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust, up to date facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use, know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers We **won't**, under any circumstances:
    - Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

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. RSE will be led the PSHE Lead across Dormston School.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex Education within RSE up to and until 3 terms before the child turns 16. Dormston School's definition of Sex Education is outlined in Section 4 of this policy. 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 pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

The headteacher reserves the right to refuse the request to withdraw a child from Sex Education in exceptional circumstances, such as cases in which a child is deemed to be vulnerable and receiving Sex Education is considered a necessary aspect of protecting their safety and wellbeing. However, efforts will be made to ensure parents/carers views and wishes for their child are listened to and respected and refusals to withdraw a child will only be made in circumstances in which it is deemed absolutely necessary.

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher for Teaching and Learning and the PSHE Lead. RSE will be monitored through:

- Planning scrutinies
- Curriculum reviews
- Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and aligned with the whole school Teaching and Learning Feedback Policy.

This policy will be reviewed by the Headteacher and Governing Board bi-annually. At every review, the policy will be approved by Headteacher and Governing Board.

12. Safeguarding and Confidentiality

The safety and wellbeing of our pupils is central to all aspects of Dormston School's work, including RSE. RSE plays an important role in safeguarding pupils by equipping them with accurate knowledge, appropriate language, and the confidence to recognise and respond to situations that may place them at risk. We believe that by sharing clear, age-appropriate information with pupils, we empower them to make informed decisions, seek help when needed, and ultimately keep themselves safer both now and in the future.

Teachers understand that RSE may raise sensitive questions or concerns. While staff will create a supportive and respectful classroom environment, they cannot guarantee absolute confidentiality to pupils. If a pupil discloses information that

suggests they or another person may be at risk of harm, staff have a duty to follow the school's safeguarding procedures and share the information with the Designated Safeguarding Lead (DSL) or where this is not possible, a Deputy Designated Safeguarding Lead (DDSL) as outlined in the school's safeguarding policy.

At the beginning of RSE sessions, teachers will remind pupils of the ground rules for discussion. Pupils will be encouraged to ask questions and express views respectfully, but they will also be reminded not to share personal information about themselves or others within the classroom setting. Anonymous question boxes or similar approaches may be used to allow pupils to ask sensitive questions safely.

Where pupils seek advice or support outside of lessons, staff will listen sensitively and respond in an age-appropriate manner. Pupils will be encouraged to speak to trusted adults in school or at home and may be signposted to appropriate support services where necessary. Staff will ensure that pupils understand the limits of confidentiality and the reasons why certain information may need to be shared in order to keep them safe.

13. Appendices

13.1 RSE Curriculum

Aspects of the curriculum which are considered sex education are highlighted yellow.

Year Group	Term	Topic/Theme/Details
Year 7	Autumn 1	**Puberty:** • Session 1: What is puberty? • Session 2 (PSHE double): What happens to bodies during puberty? • Session 3: What emotions and worries may I have around puberty?
Year 7	Autumn 2	**Physical Health and Wellbeing:** • Session 1: What is a healthy lifestyle? • Session 2: Influences on diet and exercise choices • Session 3: Managing negative influences on diet and exercise choices • Session 4: Understanding what it means to 'live well' • Session 5-6 (PSHE double): Maintaining a healthy lifestyle and overcoming barriers
Year 7	Autumn 2	**Addictions:** • Session 1: What is an addiction? • Session 2: How does smoking impact our health? • Session 3: Keeping gaming fun • Session 4: Gambling and gaming
Year 7	Spring 1	**Risky Behaviours and Sexual Image Sharing:** • Session 1: The law regarding sexual images/youth produced images including that creating and acquiring sexual images is a criminal offence for anyone under the age of 18 • Session 2: The risks and consequences of sharing sexual images • Session 3: Sexual images and consent
Year 7	Summer 1	**Mental Health and Wellbeing:** • Session 1: Feeling safe • Session 2: What is mental wellbeing? • Session 3: Don't dwell • Session 4: Meditation • Session 5: Breathing techniques • Session 6: Mindfulness • Session 7: What is my moral compass?

		• Session 8-9 (PSHE double): Self-image and managing media influences
Year 8	Spring 2	**Personal Safety** • Session 1: Travelling safe independently • Session 2: What is water safety? • Session 3: Making Safe Choices: Fire Awareness and Responsibility
Year 8	Timetabled lessons on rotation with technology	**Body Image and Developing Relationships:** • Session 1: Social media vs. reality • Session 2: Where do appearance pressures come from? • Session 3: What problems can comparing ourselves to others cause? • Session 4: What impact does body talk have and how can we challenge negative body talk? • Session 5: What is relationship abuse? **Family Relationships and Conflict:** • Session 1: Divorce, separation and blended families • Session 2: Conflict in the family and how to manage it • Session 3: Homelessness • Session 4: What is cancer and how can it make people feel? • Session 5: Dementia and Alzheimer's disease
Year 9	Autumn 1	**AI Chatbots:** • Session 1: What are AI chatbots? • Session 2: What are the risks of using AI chatbots and how can I keep myself safe? **Diversity:** • Session 1: British values and respecting diversity • Session 2: Britain's diverse identity • Session 3: Being a citizen of a local and global community • Session 4: Discrimination and the media
Year 9	Autumn 2	**Being Ready and the Benefits of Safe Sex:** • Session 1: What does a healthy relationship look like? • Session 2: Sexual consent and saying 'no' • Session 3: The harmful nature of pornography including pornography and the law • Session 4: Safe sex and its benefits • Session 5: The risks of teenage pregnancy

		• PSHE Double: The risks of sexual image sharing, AI deepfakes and sextortion
Year 9	Spring 1	**Accessing Medical Care and Vaccinations:** • Session 1: What is the role of a GP and how can I register with one? • Session 2: What services do the NHS provide to support me to care for my health? • Session 3: What is the role of a dentist? • Session 4: Facts on vaccinations • Session 5: What are booster vaccinations?
Year 9	Spring 2	**Addictions:** • Session 1: Types of drugs • Session 2: Drugs and the law • Session 3: Why people take drugs • Session 4: Substance abuse • Session 5: Gambling and its risks • PSHE Double: The risks of smoking, vaping and alcohol use and how to quit
Year 9	Timetabled Lessons on rotation with Technology	**Sexual Health:** • Session 1-2: Fertility • Session 3-4: Sexual health and STIs • Session 4-5: Methods of contraception **Cancer and Cancer Screening:** • Session 1: Testicular cancer • Session 2: Breast cancer **Wellbeing:** • Session 1: Change, loss and grief • Session 2: Diet and exercise • Session 3: Maintaining physical health
Year 10	Autumn 2	**Sexually Transmitted Infections (STIs), Consent and Healthy Intimate Relationships:** • Session 1: What are STIs? • Session 2-3: Types of STIs • Session 4: STI prevention (including HIV prevention), testing and treatment • Session 5: (PSHE Double): Healthy intimate relationships • Session 6-7: Sexual consent
Year 10	Spring 1	**Radicalisation, Incel Culture and Tackling Misogyny:** • Session 1-2: What is radicalisation and what are the risk factors? • Session 3-4: What in Incel culture?

		• Session 5: What are gender stereotypes? • Session 6: How can we tackle misogyny in our society?
Year 11	Autumn 1	**Long-term Commitments, Pregnancy Choices and Parenthood:** • Session 1: Long term commitments • Session 2-3: The legal status of marriage • Session 4-6: Fertility and routes to parenthood • PSHE Double: Pregnancy choices
Year 11	Autumn 2	**Physical Health:** • Session 1: Menstrual health and what is normal • Session 2: The menopause • Session 3: The risks of vaping

13.2 Statutory Relationships and Sex Education Guidance

By the end of secondary school, pupils should know:

Families	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.8 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.
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.

	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	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. 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.9 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. 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	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. 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.10 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.

	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	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 and treatment

13.3 SE Withdrawal Form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions form discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the inclusion hub.