



Relationships and Sex Education Policy

This policy, which applies to the whole school, inclusive of boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Owner: Deputy Head Pastoral

Approving Body: Teaching and Learning Committee

Date of last Review: February 2026

Date of next Review: February 2027

Parent Consultation Period: 13/2/2026 – 22/02/2026

Linked Policies:

- Curriculum Policy
- PSHEE Policy
- SEND Policy including Reasonable Adjustments
- EAL Policy
- Safeguarding and Child Protection Policy

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STATUTORY REQUIREMENTS AND CATHOLIC CHURCH EDUCATION GUIDANCE

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that students receiving primary education must be taught Relationships Education, students receiving secondary education must be taught RSE and that all primary and secondary students must be taught Health Education. The subjects of Relationships Education and RSE must be taught in all schools. To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Student Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a student is to be excused from RSE. As an Independent School the guidance in relation to Health Education is met under PSHE Education (Independent Schools Standards) Regulations 2014.

As the Vatican Congregation for Catholic Education reminds us:

“.....Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, of expressing and of living human love. Therefore, it is an integral part of the education process.

“.... Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should receive a positive and prudent education in matters relating to sex... And young people have the right to be stimulated to make sound moral judgements based on well-formed conscience and to put them into practice with a sense of personal commitment...”

Gravissimum Educationis (Para 32) - Second Vatican Council

‘RSE has an important part to play in helping children stay safe by enabling them to identify abusive behaviour. RSE can contribute to preventing harmful sexual behaviour between peers’
– IICSA report into Residential Schools

This is particularly important for a boarding school, where the school seeks to complement and support the training already given by home and family.

AIMS

The aim of RSE at Woldingham School (the 'School') is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, colleague and a successful marriage or other type of committed relationship. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. It should be read in conjunction with the Goals and Criteria of the Sacred Heart and the School's policy document on PSHE.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and, understand the reasons for delaying sexual activity. Effective RSE will also support them throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Woldingham School therefore aims to provide students with the opportunities to:

- gain a full knowledge and understanding to accept their own and other's physical and emotional development and sexuality
- help them develop a moral framework within which they can make informed and responsible decisions about their relationships and sexual behaviour
- enjoy relationships based on mutual respect, dignity and responsibility
- appreciate the value of a stable family life, marriage and the responsibilities of parenthood.

OBJECTIVES

The School considers that great care should be taken to match the RSE provided to the emotional and physical maturity of the students involved, which may not always correspond to their chronological age. Therefore, it ensures whole year-group sessions are followed up with discussion in smaller groups and where required, one-to-ones. Differentiation is expected in all lessons at Woldingham and RSE is no exception.

RSE will encompass, in addition to the facts about human reproduction processes and behaviour, consideration of the broader emotional and ethical dimensions of sexual attitudes. In dealing with sensitive issues, such as contraception, Sexually Transmitted Infections (including HIV) and abortion, the teacher will aim to offer balanced and factual information and to acknowledge the major moral and ethical issues alive in the world today.

Woldingham School recognises that child-on-child abuse is a widespread and that it is a live issue for students. The School recognises its duty under KCSIE (currently in force) to teach students to recognise and report abuse and to stay safe. This duty is linked to effective teaching of RSE curriculum.

RESPONSIBILITIES

The Proprietor will:

- provide every registered student with RSE unless excused as stated below
- keep a written policy about the provision of RSE in the School which will be updated as required
- inform and consult with parents of registered students at the School when revising this policy and inform them that examples of resources the School plans to use can be requested from the School Office
- make this policy available on the school website. Upon request, copies (which can be made available in large print or other accessible format if required) may be obtained from the School Office.
- ensure, as far as is possible, that where a student's parent requests that the student is wholly or partially excused from sex education provided as part of RSE, the student is so excused until the request is withdrawn, unless or to the extent that the Head considers that the student should not be so excused.

The School will:

- develop and build on knowledge of topics covered in students' primary school.
- teach facts and law about the topics covered including discussions on sex, sexual health, gender identity and other protected characteristics in an age-appropriate and inclusive way.
- teach applicable law in a factual way so that students are clear on their rights and responsibilities as citizens.
- be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.
- ensure that RSE is accessible and tailored to all students including those with SEND, who may be more vulnerable to topics covered in RSE.
- assess the teaching of RSE to identify where students may need extra support by way of tests or self-evaluations to capture understanding and progress.
- respond positively when parents request to see teaching materials.
- avoid working, where possible, with organisations that do not allow the School to share their resources with parents.

CONTENT HEADINGS FOR RELATIONSHIPS AND SEX EDUCATION

- Families - including different types of committed stable relationships such as marriage and other long- term relationships.
- The roles and responsibilities of parents.
- Safety in forming and maintaining relationships.
- Recognition of unhealthy relationships and how to seek help or report concerns (including sexual harassment and sexual violence).
- Characteristics of positive and healthy friendships - management of conflict and

reconciliation.

- Stereotypes, in particular ones based on gender, sex, race, religion, sexual orientation, age or disability and how they can cause damage.
- Respect and tolerance of others.
- Bullying, including cyberbullying.
- Equality Act - legal rights and responsibilities with reference to protected characteristics as defined in Equality Act 2010.
- Online and Media - expectations of behaviour; risks and staying safe online; the impact of viewing harmful content; sending 'nudes' or sexually explicit messages; the damage pornography can have on relationships; the impact of unhealthy or obsessive comparisons online (including body image); risks of gambling; how to identify harmful behaviour online.
- The concepts and laws relating to sexual consent, sexual exploitation and abuse (including, for example, grooming, rape, domestic abuse, forced marriage, FGM) and how these can affect current and future relationships.
- Intimate sexual relationships: how to recognise positive aspects of intimate relationships including mutual respect, consent, loyalty, trust, shared interests, sex and friendship.
- The changing adolescent body- puberty facts for males and females and menstrual wellbeing; how physical and mental changes can happen simultaneously.
- Reproductive health including facts about menstruation, menopause, fertility and the impact of lifestyle on fertility.
- How all aspects of health can be affected by choices made in relationships e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- Contraception, including options available and where to get advice.
- Pregnancy, including miscarriage and the choices available; medically and legally accurate, impartial information on all options, including abortion, adoption and keeping a baby.
- Sexually Transmitted Infections: transmission, safer sex (including condom use) and the importance of and facts about testing. This must include HIV/AIDS information.
- Mental wellbeing: how to recognise and talk about emotions and how to recognise early signs of mental wellbeing concerns; information about common types of mental illness and the benefits of physical exercise and time outdoors; how voluntary work can have a positive effect on mental wellbeing and happiness.
- Recognising and reporting abuse, including emotional, physical and sexual abuse as well as knowing how to seek advice or report concerns when they suspect or know that something is wrong.

As they study each topic, students will be made aware of the relevant laws and legal frameworks.

ORGANISATION OF RELATIONSHIPS AND SEX EDUCATION

A coherent Relationships and Sex Education Programme is taught as part of the formal curriculum in both timetabled Wellbeing (PSHE) lessons and using a cross-curricular approach. The result is a well-planned yet adaptable, integrated, progressive response to the needs of the students at

each age and stage, and responding sensitively to their experiences, to items in the news, or in society generally.

Education in personal relationships and sexuality cannot always be confined to a taught programme. Students learn above all from the relationships and attitudes they experience and that are modelled in their lives at school and elsewhere, whether those are planned aspects of the programme or not. They also learn thorough co-curricular activities. At Woldingham, all members of the community reflect and communicate the Church's understanding of the dignity of the human person, the importance of human freedom; of the common good and a proper understanding of conscience. These values are also reflected in the School's adherence to the Human Rights Act, 1998, in accordance with our Safeguarding and Child Protection Policy.

FAITH PERSPECTIVES, SPECIFIC ISSUE STATEMENTS AND SENSITIVE ISSUES

Woldingham School is a Catholic school committed to Christian values. However, the School recognises the importance of an approach which takes account of differing perspectives and the plurality of ideas and values in a culturally diverse society.

The School recognises its duty to provide a faith perspective on core content, rather than avoiding topics altogether, to foster an ethic of respect that values human diversity and the promotion of tolerance in the students.

SAFEGUARDING AND CONFIDENTIALITY

Staff will respond to questions in class in an open and factual way. If students ask to confide in a member of staff, the School recognises that it may not be in the student's best interests for a member of staff to promise confidentiality and students are always encouraged to discuss the matter with their parents. However, a student may not always feel able to do this and confidential advice is available from the School Doctor.

Staff are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a safeguarding issue - all staff should follow school procedures and contact the school's Designated Safeguarding Lead (DSL) or a member of the DDSL team, if required. The DSL and SENDCo will be consulted before RSE lessons to identify any students who may need additional support during this time.

WORKING WITH PARENTS AND STUDENTS

The School is committed to working with parents (this refers to all people with parental responsibility for a student) to ensure the best educational experience for the students. During the development and review of this policy, parents will be consulted to strengthen this policy, ensuring that it meets the needs of all students. Feedback on this policy will be invited and comments and questions from parents is welcomed. This policy is posted on the school website and, as such, parents are always warmly invited to contact the school directly with any queries or concerns.

Students are also invited to share their views on the content and delivery of the topics covered

in RSE.

WITHDRAWAL

Parents have the right to withdraw their children from all or part of the sex education provided at the school, **except** for those parts included in the statutory National Curriculum Science. As good practice, parents will be invited to discuss such requests with the School.

NATIONAL CURRICULUM SCIENCE

KEY STAGE 3

1. That fertilisation in humans is the fusion of a male and female cell.
2. About the physical and emotional changes that take place during adolescence.
3. About the human reproductive system, including the menstrual cycle and fertilisation.
4. How a foetus develops in the uterus.

KEY STAGE 4

1. Hormonal control: the role of hormones in the menstrual cycle
2. Hormonal control: The role of sex hormones in the development of sexual characteristics
3. How sex is determined in humans.
4. The structure of male and female reproductive organs and how they are adapted for their functions.

All of the above are statutory requirements and children may not be withdrawn from these lessons.

DISSEMINATION OF THE POLICY

The policy will be distributed to all members of staff involved in the teaching of Relationships and Sex Education. It will be circulated to the Senior Leadership Team. Copies are published on the school website, the parent portal and are available, in print if required, for parents.

QUALITY ASSURANCE

This policy will be reviewed by those involved in the teaching of sex education annually or more frequently in the event of there being changes in:

- Government guidelines.
- Education Law.
- Whole School Policy.

Feedback is sought annually from staff and students and information collated to aid with future planning of the PSHE Programme.

This policy is reviewed also by the Teaching and Learning Committee of the Governing body, who are aware of their responsibilities.

APPENDIX 1 - EXAMPLES OF CROSS CURRICULAR RELATIONSHIP AND SEX EDUCATION

Topic	Year Taught	Subject
Menstruation	Years 10	Science
The roles of oestrogen and progesterone in the menstrual cycle and in the development of secondary sexual characteristics	Years 10-11	Science
Changes during puberty	Year 10	Science
Physical aspects of human reproduction	Years 7-9	Science
Pregnancy, development of foetus, birth	Years 7-9	Science
Function of the male and female reproductive systems and the fertilisation process	Years 10-11	Science
The role of the placenta in the nutrition of the developing embryo	Years 10-11	GCSE Triple Science
Self-image	Years 7 – 10	Theology
Moral issues	Years 9 – 11	Theology

Consideration of the moral and spiritual aspects of sex	Years 9 – 11	Theology
Knowledge and skills needed to establish control	Years 9 – Upper Sixth	Theology
Use and analysis of information	Years 9 – Upper Sixth	Thrive, Theology, Science
HIV and AIDS	Years 11	Thrive,
<i>Abortion/IVF</i>	<i>Year 9</i>	<i>Theology,</i>
Family planning	Years 9 - 11	Theology

APPENDIX 2 : RSE CURRICULUM WITHIN PSHE

SEX EDUCATION

Year Group	RSE Content Taught
7	<p>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.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
8	<p>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.</p> <p>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.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
9	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>That some sexual behaviours can be harmful.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
10	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p> <p>That some sexual behaviours can be harmful.</p> <p>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.</p> <p>The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
11	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p>

	<p>That there are choices in relation to pregnancy. Students 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.</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, 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.</p> <p>The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
12	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>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.</p> <p>The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p>

	<p>That some sexual behaviours can be harmful.</p> <p>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.</p>
13	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>That some sexual behaviours can be harmful.</p> <p>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.</p> <p>The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>

RELATIONSHIP EDUCATION

Year Group	RSE Content Taught
7	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children.</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>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. Students should understand what it means to be treated with respect by others.</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>The practical steps students 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.</p> <p>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.</p> <p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Online risks, including the importance of being cautious about sharing personal</p>

	<p>information online and of using privacy and location settings appropriately to protect information online. Students should also understand the difference between public and private online spaces and related safety issues.</p> <p>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.</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>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.</p> <p>Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p> <p>The law: Alcohol, smoking, vaping and nicotine products and illicit drug use</p> <p>The law: Extremism/Radicalisation</p> <p>The law: Hate Crime</p>
8	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children.</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the</p>

	<p>management of conflict, reconciliation and ending relationships.</p> <p>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. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images.</p> <p>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. Students 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. Students 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. Students should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <p>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.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and</p>
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	<p>how to avoid putting pressure on others.</p> <p>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.</p> <p>Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p> <p>The law: Alcohol, smoking, vaping and nicotine products and illicit drug use</p> <p>The law: Extremism/Radicalisation</p> <p>The law: Hate Crime</p>
9	<p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>The practical steps students 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.</p> <p>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.</p> <p>The role of consent, including in romantic and sexual relationships. Students 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. Students should understand that just because someone says yes to doing something, that doesn't automatically make</p>

	<p>it ethically ok.</p> <p>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). Students should be equipped to recognise misogyny and other forms of prejudice.</p> <p>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. Students should also understand the difference between public and private online spaces and related safety issues.</p> <p>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.</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Students should learn ways of seeking help when needed and how to report harmful behaviour. Students 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. Students 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.</p> <p>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.</p> <p>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.</p> <p>The concepts and laws relating to sexual violence, including rape and sexual</p>
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	<p>assault.</p> <p>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.</p> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>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.</p> <p>The law: 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.</p> <p>Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p> <p>The law: medical consent, Gillick competence and parental responsibility</p>
10	<p>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.</p> <p>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</p>

	<p>are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</p> <p>The concepts and laws relating to forced marriage.</p> <p>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.</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>The practical steps students 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.</p> <p>The role of consent, including in romantic and sexual relationships. Students 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. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</p> <p>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.</p> <p>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. Students should also understand the difference</p>
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	<p>between public and private online spaces and related safety issues.</p> <p>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.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>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.</p> <p>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.</p> <p>The law: consent, including the age of consent</p> <p>The law: domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty</p>
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	<p>The law: 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.</p> <p>protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p> <p>Medical consent, Gillick competence and parental responsibility</p>
11	<p>How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.</p> <p>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.</p> <p>Students 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.</p> <p>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 students 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.</p> <p>The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p>

	<p>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.</p> <p>The law: online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion</p>
12	<p>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.</p> <p>That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</p> <p>That forced marriage and marrying before the age of 18 are illegal.</p> <p>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.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.</p> <p>The role of consent, including in romantic and sexual relationships. Students 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. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</p> <p>How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel</p>

	<p>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.</p> <p>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. Students should also understand the difference between public and private online spaces and related safety issues.</p> <p>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.</p> <p>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.</p> <p>domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty</p> <p>consent, including the age of consent</p> <p>protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p>
13	<p>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.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should</p>

	<p>understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>The practical steps students 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.</p> <p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p> <p>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. Students should also understand the difference between public and private online spaces and related safety issues.</p> <p>domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty</p> <p>The law: gambling</p>
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