



Relationships, Sex and Health Education Policy

This policy was approved and ratified by
the Full Board of Trustees of Cox Green School
on

19th May 2026



Revision Overview

Version	Area
2	All sections have been completely rewritten following the publication of guidance in 2025.



1. Aims

- 1.1 The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
- 1.2 In 2025, the DfE updated the RSE guidance to reflect the needs of our young people growing up in the 21st century and aims to continue to ensure that schools deliver high-quality provision to meet their needs to become healthy and safe individuals. Cox Green School is fully committed to providing RSE provision that is of the highest quality.
- 1.3 RSE lessons will be delivered in a clear, objective and open manner to tackle common misconceptions and myths, giving students the necessary information, they need to act responsibly.
- 1.4 Students today are growing up in an increasingly intricate world that seamlessly integrates both the online and offline worlds. This presents us at Cox Green School with many opportunities and challenges to ensure that our students are ready to face the wider world in a safe and healthy way, with a positive and respectful mindset.
- 1.5 All students and staff are encouraged to be confident to discuss matters openly, allowing them to make clear and informed choices and to recognise the moral implications and risks of certain types of behaviour, including their emotional and physical development, the nature of sexuality and the process of reproduction.
- 1.6 Relationship and sex education has been shown to have many positive effects on students' wellbeing, their choices of relationships and overall academic attainment. In addition to our Personal Development programme, a robust RSE education complements many other curriculum subjects, and it is the school's responsibility to ensure that all teachers use opportunities to deliver the RSE framework across the whole school curriculum.
- 1.7 We ensure that the delivery of RSE does not promote early sexual activity or any particular sexual orientation or gender bias. Students are taught how to become resilient, maintain their wellbeing and are encouraged to respect each other's uniqueness. They are also taught about how to protect themselves from sexual and/or criminal exploitation, bullying and abuse, and this underpins our rigorous safeguarding policy.
- 1.8 All secondary schools in the UK must have a written policy for RSE education that follows on from students' primary Relationships education.
- 1.9 Cox Green School believes that RSE is an educational entitlement of all students and an integral part of each student's emergence into adulthood and their continued wellbeing.

2. Statutory Requirements

- 2.1 As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.



- 2.2 In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- 2.3 We also have regard to legal duties set out in:
- Sections 404 to 407 of the Education Act 1996
 - Part 6, chapter 1 of the Equality Act 2010
 - The Public Sector Equality Duty (PSED) (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 Cox Green School, we teach RSE as set out in this policy.

3. Policy Development

- 3.1 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 – key 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 share their views 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 trustees and ratified.

4. Definition

- 4.1 For the purpose of this policy:
- 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.
 - RSE involves a combination of sharing information and exploring issues and values.
 - RSE is not about the promotion of sexual activity.

5. Curriculum

- 5.1 We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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.
- 5.2 We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

- 6.1 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 Studies (RS).



- 6.2 The school will make sure that:
- Core knowledge is sectioned into units of manageable size;
 - The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work;
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.
- 6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:
- Families
 - Respectful relationships, including friendships
 - Online safety and awareness
 - Being safe
 - Intimate and sexual relationships, including sexual health
- 6.4 Ground rules are developed during RSHE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to reflect safeguarding procedures and potential disclosures of suspected risk to a student's welfare, risk of harm or other safeguarding issues. Teachers will follow the school safeguarding procedures within the Cox Green School Safeguarding Policy.
- 6.5 RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by form tutors during PD lessons which take place once a fortnight. Lessons are strictly monitored to ensure coverage and quality. Staff work to the guidelines set out in the Cox Green School policy and within Government legislation. Teachers are given support and training to ensure that programmes are delivered sensitively and effectively across all key stages.
- 6.6 Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.
- 6.7 Throughout each year group we will use appropriate material to assist learning, such as:
- Diagrams
 - Videos
 - Books
 - Games
 - Discussions and practical activities.
- 6.8 Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly, and appropriately for the age of the pupils. The underlying philosophy of this policy is to develop self-respect in young people, enabling



them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.

- 6.9 If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via Charlotte Morgan Russell (Deputy Head - Pastoral).
- 6.10 If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about student safety, it will not be answered in front of the whole class. The member of staff will discuss their concerns with a member of the SAFE team or the Designated Safeguarding Officer, as appropriate. In cases of concern over sexual abuse, the school's child protection procedures will be followed.
- 6.11 Most of RSE is delivered in mixed sex tutor groups; however, sometimes students will also be given the opportunity to discuss what has been covered in single sex groups where they might feel more comfortable.
- 6.12 The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.
- 6.13 The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).
- 6.14 At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.
- 6.15 Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE.
- 6.16 Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked, how useful resources were, how interesting students found the lesson, and so on. Teachers have tended to find evaluation easier in PSHE education than assessment, but both are central to an effective programme.
- 6.17 Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So, the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus.
- 6.18 It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:
 - Marriage, including forced marriage and civil partnerships;
 - Consent, including the age of consent;



- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty;
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour;
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion;
- Pornography;
- Abortion;
- The protected characteristics;
- The age of criminal responsibility.

For more information about our RSE curriculum, please see the curriculum map on the school website.

- 6.19 We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.
- 6.20 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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).
- 6.21 Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

7. Inclusivity

7.1 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 key messages

7.2 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



8. Use of Resources

8.1 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 and maturity of the pupils
- Are evidence-based and contain robust 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

8.2 We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

9. Use of External Organisations and Materials

9.1 We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

9.2 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers.

9.3 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
- Work with agencies who don't allow their material to be shared with parents and carers

10. Roles and Responsibilities

10.1 The Board of Trustees

The Board of Trustees will approve the RSE Policy and hold the Headteacher to account for its implementation.

10.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 11).

10.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes



- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL) Charlotte Morgan-Russell.

10.3.1 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 Pupils

Pupils 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

11.1 Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

11.2 A copy of any withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

11.3 In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Headteacher can refuse a request to withdraw the pupil from sex education.

11.4 Alternative schoolwork will be given to pupils who are withdrawn from sex education.

12. Training

12.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Cox Green School subscribes to PSHE Association which provides on-demand training for teaching staff to ensure they are appropriately trained to teach sensitive topics.

12.2 The Assistant 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.

13. Monitoring Arrangements

13.1 The delivery of RSE is monitored by Kalim Hussain (Assistant Headteacher) through:

- Staff questionnaires
- Pupil questionnaires
- Quality of Education walks

13.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

14. Communication of Policy

14.1 This policy is published on the school website and the staff intranet.

15. Review of Policy

15.1 This policy will be reviewed every three years by the Full Board of Trustees.



16. Version History

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	03/12/2014	03/12/2014	July 2015
1.2	Full Governing Body	07/07/2015	01/09/2015	July 2016
This policy was delegated to the People and External Relations Committee in June 2016				
1.3	People & External Relations Committee	07/06/2016	07/06/2016	June 2019
1.4	People & External Relations Committee	02/07/2019	02/07/2019	July 2022
1.5	People & External Relations Committee	28/09/2021	28/09/2021	September 2024
A proposed update was released in 2024 which is currently still under consultation (May 2025). Our policy is compliant with the current recommendation to use our existing policy until further updates have been released.				
This policy was delegated to the Full Board of Trustees in May 2026				
2.	Full Board of Trustees	19/05/2026	01/09/2026	May 2029



Appendix 1: By the End of Secondary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • 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. • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marriage before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.



TOPIC	PUPILS SHOULD KNOW
	• What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay. • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • 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	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.



TOPIC	PUPILS SHOULD KNOW
	• About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues. • 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. • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime. • How to seek support. They should also 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. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. • 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 glamourise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.



TOPIC	PUPILS SHOULD KNOW
	• How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising). • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the



TOPIC	PUPILS SHOULD KNOW
	importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • 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. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault.



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). • About 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. • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • 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.



Glossary

DfE	Department for Education
FGM	Female Genital Mutilation
PD	Personal Development
PSHE	Personal Social and Health Education
RSE	Relationship and Sex Education
SAFE	Student and Family Education
SEND	Special Educational Needs and Disability