15 May, 2026

HEADTEACHER

Family Bulletin

What a positive week it has been in many respects at Notley. As we move through the summer term, I continue to be proud of the energy, commitment and ambition our students are showing every day.

Year 10 Debating Day

A huge well done to our Year 10 students who took part in Thursday's debating day, led by our Head of Sixth Form, Mr Sainsbury. It was a brilliant opportunity to develop confidence, critical thinking and communication skills — all qualities that will serve our students well beyond school. The engagement and enthusiasm shown was genuinely impressive.

Year 11 and Year 13 Examinations

We are now into the first week of examinations and I could not be more proud of the way both Year 11 and Year 13 have conducted themselves. The commitment, focus and resilience they have shown is a real reflection of the hard work put in over many months. You can see the impact of their revision and preparation, and it is wonderful to witness. We wish every student the very best as their exams continue.

A Note on Our Community

It would be wrong of me to ignore the conversations that have been taking place on social media this week regarding an incident involving a group of young people in our community.

I want to be clear: the behaviour shown was completely unacceptable and does not reflect the values and standards we expect of Notley students, either within school or beyond it. We hold high

expectations of our young people at all times — not just when they are on site — and where those expectations are not met, we act.

I am not able to share details of the actions we have taken, as this would not be appropriate, but I can assure you that we have responded swiftly and decisively. We are working closely with the families involved, the police, and other relevant services.

I would ask all parents and carers to continue to speak with your children about how they conduct themselves in the community. How our students represent themselves — and our school — outside of school hours matters enormously, and it is something we take very seriously.

If you have specific information or concerns you wish to share with us directly, please do not hesitate to contact the school.

From our Social Media…

Huge congratulations to Lucas H, who smashed a brilliant 50 off 30 balls in his U14 season opener. What a way to start the season. Keep going, Lucas!

Our BAT Book Awards students had a thrilling day out on Friday, visiting Moulsham High School and meeting the manga artist Sonia Leong. Sonia ran a fascinating workshop showing students how to draw manga characters – explaining proportion, colours, backdrops and much more.

Each student got a signed copy of Sonia's animated Romeo & Juliet book which is one of the entries for our BAT Book Awards this year.

Some amazing drawings were produced by our students and a good time was had by all.

RSE Policy Parent Consultation
Mrs M Robb, Head of PDT

In line with the updated statutory guidance for Relationships and Sex Education (RSE), we have reviewed our school's RSE policy to ensure it meets national requirements and reflects the needs of our pupils.

As part of this review process, we are inviting parents and carers to take part in a consultation. Your feedback is important to us, and we welcome any comments, questions, or suggestions before the policy is finalised.

A copy of the updated RSE policy is attached. The consultation will remain open until Friday 5th June. If you would like to share your views, please complete the consultation form using the link below:
RSE Policy Parent Consultation – RSE Policy Parent Consultation

RSE Policy – Parent Information Online Meeting Invitation

We would also like to invite parents and carers to attend an online information meeting, where we will explain the new statutory RSE guidance and outline what schools are required to deliver .

📅Date: Wednesday 20th May

⏰Time: 5:00–6:00pm

💻Location: Microsoft Teams🔗Teams link: Notley High School RSE Parent Information Evening 20/05/26 17.00 - 18.00

Following the presentation, parents and carers will have the opportunity to submit any comments, questions, or suggestions via the consultation form: RSE Policy Parent Consultation

Please note that the consultation will close on Friday 5th June.

We look forward to working in partnership with you and value your involvement in this important consultation.

Heart Points

Have a very good weekend.

Mr M Barrow, Headteacher

What is RSHE?

RSHE stands for *Relationships, Sex and Health Education*. It helps children and young people learn about:

- Healthy friendships and relationships
- Physical and emotional wellbeing
- Puberty and the changing body
- Safety, including online safety
- How to make informed, positive choices

You may also hear the term **PSHE**, which includes RSHE plus additional topics such as identity, communities, and financial education.

Why is RSHE so important?

Young people today are growing up in a world where they are exposed to more information, and potential risks, earlier than previous generations. High-quality RSHE helps children to:

- Understand themselves and their emotions
- Form healthy, respectful relationships
- Navigate online and offline risks
- Build confidence and communication skills
- Look after their physical and mental health

How will your child benefit from RSHE?

High-quality RSHE supports students to:

- Build healthy, supportive friendships
- Make safe, informed decisions
- Feel confident in who they are
- Understand the world around them
- Manage emotions and develop resilience
- Be proud of their identity

What government guidance do we follow?

Schools follow **statutory guidance from the Department for Education (DfE)**, which sets out required content for:

- Relationships Education
- Health Education
- Sex Education

This guidance ensures that all RSHE teaching is **age-appropriate**, **inclusive**, and **safeguarding-led**.

Teaching approach

As a school we use structured lessons that:

- Encourage **discussion and reflection**
- Are **inclusive** and connected to students' real lives
- Support students to develop strong communication, empathy and decision-making skills
- Are responsive to the modern world, including online pressures
- Are adapted to meet the needs of the local community and safeguarding priorities

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What content will be covered?

Content varies by age group but typically includes:

Relationships & Families

- Types of families and committed relationships
- Respect, equality and challenging stereotypes
- Healthy friendships, including online
- Bullying, harassment and coercive behaviour
- Recognising unsafe or harmful relationships

Being Safe

- Consent and boundaries
- Abuse, exploitation, grooming and harassment
- How to recognise, report and seek help

Online & Media

- Online rights and responsibilities
- Risks related to sharing content
- Impact of harmful or explicit content
- How information is used and shared online

Intimate & Sexual Relationships

- Characteristics of healthy intimate relationships
- Reproductive health, pregnancy options, contraception
- Sexually transmitted infections (STIs)
- Pressure, consent and delaying sexual activity
- Where to access confidential advice

Physical & Mental Wellbeing

- Emotions, mental health and coping strategies
- Healthy lifestyles, sleep and exercise
- Substance misuse: drugs, alcohol, tobacco and vaping
- Personal hygiene and preventing illness
- Basic first aid and CPR

Puberty & Menstruation

- Physical and emotional changes
- Menstrual wellbeing and available products

What skills will children learn?

RSHE develops transferable life skills, including:

- Emotional regulation and positivity
- Empathy and respecting differences
- Critical thinking and reflection
- Communicating clearly (oracy)
- Assessing risk and making safe choices
- Understanding personal boundaries
- Building resilience and self-worth

These skills are revisited and strengthened each year.

How do we deal with sensitive topics?

Teachers create a safe, respectful and inclusive environment by:

- Encouraging students to express their ideas thoughtfully
- Supporting them to listen to others and accept differences
- Helping them understand conflict and viewpoints
- Teaching them how to identify bias and online misinformation
- Providing age-appropriate, factual information
- Ensuring no student is asked to share personal experiences

What are the laws around Sex Education?

- **Relationships Education and Health Education are compulsory** for all students.
- **Sex Education is recommended in secondary school**, but parents have the right to request withdrawal from some or all Sex Education lessons **up to three terms before their child turns 16**.
- At 16, students may choose to opt back in themselves.
- Schools will meet with parents to discuss any withdrawal requests and explain the curriculum and its benefits.

How can you support your child?

You can play a key role in reinforcing RSHE learning by:

- Asking what topics they are covering at school
- Talking openly about these topics at home
- Sharing your family's values and beliefs
- Listening without judgement
- Creating a safe space for questions

Encouraging them to think critically and form their own views

Notley High School & Sixth Form

Relationship and Sex Education Policy

Implementation Date:	
Last reviewed:	
Next review date	
Ratified Committee	
Designated Postholder	

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Relationships and Sex Education Policy (RSE Policy)

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Support students' physical, emotional, moral and social development, enabling them to build respectful relationships based on consent, integrity and equality.
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

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.

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

All secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

3. Policy development

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Children and young people are growing up in an increasingly complex world, navigating their lives both online and offline. While this presents many positive and exciting opportunities, it also brings challenges and risks. In this context, children and young people need to be supported to stay safe and healthy, and to manage their academic, personal and social lives in a positive and responsible way.

Relationships and Sex Education (RSE) supports the emotional, social and cultural development of students. It includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE provides students with accurate information and opportunities to explore values and attitudes, helping to prepare them for the opportunities, responsibilities and experiences of later life. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is available on the school website and will be reviewed and adapted as necessary. Parents and carers will be informed at the beginning of each half term about the RSE topics to be covered and when they will be taught. The school welcomes consultation with parents and carers, and their views are valued.

The curriculum has been developed in consultation with parents and carers, students and staff, taking into account the age, developmental stage, needs (including cultural and religious considerations) and feelings of our students. If students ask questions that fall outside the scope of this policy, teachers will respond in an appropriate manner to ensure students are well informed and do not seek answers online. All curriculum materials will be shared with parents and carers on request via invitation to view in school the materials delivered.

6. Delivery of RSE

Relationships and Sex Education (RSE) is delivered through a range of methods, including PDT lessons, assemblies and additional sessions delivered by external providers where appropriate. These approaches ensure that students receive accurate, up-to-date and factual information as part of a coherent and carefully planned programme. RSE complements several other curriculum subjects, and where appropriate, links are made to support integrated learning. The RSE curriculum is delivered by appropriately trained members of staff who are updated annually with relevant CPD.

RSE focuses on providing young people with the knowledge and understanding needed to develop healthy, nurturing relationships of all kinds, including:

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

The RSE curriculum is designed to support students in understanding what healthy relationships look like and what makes a good friend, colleague, and partner in a marriage, civil partnership or other committed relationship. It includes learning about contraception, developing intimate relationships, resisting pressure to engage in sexual activity (and not applying pressure to others), and recognising acceptable and unacceptable behaviour in relationships. This enables students to understand the positive impact of healthy relationships on mental wellbeing, identify when relationships are unhealthy, and know how such situations can be managed.

The curriculum builds on the foundation established in primary Relationships Education (see Appendix 1). As students mature, teaching is extended, at an appropriate stage, to include intimate relationships. Alongside this, students continue to learn about family relationships, friendships and other forms of relationships that are equally important in developing into successful and confident adults.
Further detail on what students should know by the end of secondary school can be found in Appendix 2.

Teachers ensure that students understand the importance of equality and respect, including the law relating to protected characteristics as set out in the Equality Act 2010. The curriculum is inclusive of all gender identities

and expressions, and learning activities are planned to ensure all students are actively involved and represented where possible.

Teachers create a safe and respectful learning environment where students' views are listened to, questions are encouraged, and discussion is supported. Questions are answered sensitively, honestly and in an appropriate age manner. The programme supports discussion-based and peer-led elements, enabling students to explore issues collaboratively and learn from one another's perspectives. Where appropriate, information is also provided about local drop-in sexual health services and external support, helping students to access advice and guidance. The programme is designed to engage boys and girls equally, with activities planned to ensure full participation.

All teaching and materials are appropriate to the age, maturity and needs of students, including those with special educational needs and disabilities (SEND).

It is important that secondary students understand the legal context of topics covered in RSE, particularly where these relate to young people. This supports students in understanding what is right and wrong and provides a foundation for deeper discussion. 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 (such as youth-produced sexual imagery, AI-generated sexual imagery and deepfakes), grooming and sextortion
- Pornography
- Abortion
- Protected characteristics
- The age of criminal responsibility

Post-16 topics include, but are not limited to:

- Consent in adult relationships
- Healthy relationships during the transition to adulthood
- University safety and personal wellbeing
- Accessing sexual health services

The curriculum may be adapted to respond to the needs and context of our students and to address emerging issues in an age-appropriate way. Parents and carers will be informed in advance of any significant changes to the published curriculum, and relevant materials will be shared on request via invitation to view in school the materials delivered.

All areas of learning are taught within the context of family life, ensuring that no child is stigmatised based on their home circumstances. This includes recognising a wide range of family structures, such as single-parent families, same-sex parents, adoptive and foster families, kinship carers and families led by grandparents, as well as being sensitive to students who may be looked after or act as young carers.
Across the school, teaching will be delivered in line with legal requirements and will not condone or encourage illegal activity, including violence, criminal damage or hate crime.

6.1. Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources such as the PSHE Association, Essex Sexual Health Service and the NHS
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

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

6.3. Specific Issues Statements

Contraceptive advice, information and referrals for students who are under 16

DfE circular 5/94 points out the "importance of distinguishing between providing education generally about sexual matters and counselling and advice to individual students on these issues, particularly when it relates to their own sexual behaviour."

Care must be exercised in relation to contraceptive advice given to individual students under 16, for whom sexual intercourse is unlawful. Giving individual advice on contraception is therefore an inappropriate exercise of a teacher's professional responsibilities. If approached by an individual student for specific advice then the teacher must encourage the student to seek advice from parents or a health service professional. If a teacher believes that the student is at moral or physical risk or is breaking the law, then they must ensure that the student is aware of the implications and is urged to seek advice. In these circumstances the Safeguarding Lead or Deputy Safeguarding Leads should be informed.

Post-16 Contraceptive Advice

Students are informed that they can access contraception, including emergency contraception, from GPs, pharmacies and sexual health clinics without parental knowledge or consent. Information is provided to ensure students understand how to access these services confidentially and safely.

Issues relating to sex education in different areas of the curriculum

It is inevitable that the teaching of unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. As long as it is set within the context of the subject concerned, it will not constitute part of a sex and relationship education programme. Teachers will need however, to exercise their discretion and judgement in managing these discussions, ensuring that they remain relevant to the context of the subject. In the course of such discussions, if individuals raise explicit issues, it may be inappropriate to speak individually to the student before consulting parents/carers. To avoid being in a compromising position, it is recommended that the teacher is accompanied by another teacher, if it becomes necessary to speak to individuals. This is likely to be the student's tutor/co-tutor, Pastoral Manager or Raising Standards Leader depending on the circumstances.

Child and Post-16 Sexual Abuse Procedure

In cases of suspected child abuse, or any sexual abuse, the procedures laid down by the school must be followed. The school's designated safeguarding lead (DSL) should be informed immediately. The procedures are clearly stated in the Child Protection Policy.

Confidentiality

In relation to any discussion relating to Sex and Relationship Education, absolute confidentiality cannot be promised to students. All staff in the school, supply teachers, students and visitors are made aware of this. In the classroom "ground rules", should include no students or staff member having to answer personal questions and all issues to be raised in the third person.

7. Use of external organisations and materials

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

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

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 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 students from non-statutory components of RSE (see section 9).

8.3 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 students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the from non-statutory 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 students may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

8.4 Students

Students 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 request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student 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 any withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action, seek to understand their concerns, and provide the parents/carers with their decision in writing.

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

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

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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Faculty Leader through planning discussions with staff, learning walks, lesson observations, student voice and exercise book monitoring.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Appendix 1: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care for me	That families are important for children growing up because they can give love, security and stability The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened About managing conflict with kindness and respect, and that violence is never right How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful, kind relationships	The importance of respecting others, including in families and friendships. Students should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs The practical steps they can take in a range of different contexts to improve or support their relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity Students should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	STUDENTS SHOULD KNOW
Online safety and awareness	That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met How information and data is shared and used online, including where pictures or words might be circulated Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	STUDENTS SHOULD KNOW
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so Where to get advice, for example from their family, school and/or other sources

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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.

TOPIC	STUDENTS SHOULD KNOW
	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 students 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, students 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. Students 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. Students should understand what it means to be treated with respect by others What tolerance requires, including the importance of tolerance of other people's beliefs 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 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. Students 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. Students 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). Students should be equipped to recognise misogyny and other forms of prejudice

TOPIC	STUDENTS SHOULD KNOW
	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 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. 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 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

TOPIC	STUDENTS SHOULD KNOW
	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. Students 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 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

TOPIC	STUDENTS SHOULD KNOW
	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 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

TOPIC	STUDENTS SHOULD KNOW
	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
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. 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 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

TOPIC	STUDENTS SHOULD KNOW
	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

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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/carer signature			

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