



LEARNING CHANGES LIVES

The Quest Academy

Relationships, Sex and Health Education (RSHE) Policy

(Updated June 2026)

1. Aims

The Quest Academy aims to provide a comprehensive Relationships, Sex and Health Education (RSHE) programme that equips all students with the knowledge, understanding, skills and confidence to make informed, safe and healthy choices throughout their lives.

Our RSHE curriculum supports students to:

- Develop positive, respectful and healthy relationships.
- Understand consent, personal boundaries and mutual respect.
- Recognise and respond appropriately to safeguarding concerns.
- Develop resilience, self-esteem and emotional wellbeing.
- Understand physical, mental, sexual and reproductive health.
- Stay safe online and critically evaluate digital content.
- Celebrate diversity and challenge discrimination, prejudice and harmful stereotypes.
- Become responsible, informed and active citizens who contribute positively to society.

The curriculum reflects the specific needs of students at The Quest Academy and is designed to support our wider safeguarding, personal development and inclusion priorities.

2. Statutory Requirements

At The Quest Academy, we teach Relationships, Sex and Health Education (RSHE) in accordance with statutory guidance issued by the Department for Education and as set out in this policy.

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we are 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.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. The Quest Academy delivers RSHE through a planned spiral curriculum from Years 7–11. The curriculum is mapped against statutory Relationships Education, Relationships and Sex Education and Health Education guidance and is reviewed annually to ensure it remains relevant to students' needs and current safeguarding priorities.

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.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

At The Quest Academy, RSHE is delivered by trained staff through a combination of dedicated MQJ lessons, tutor programme activities, assemblies and cross-curricular learning opportunities.

Learning is carefully sequenced to ensure students revisit key themes throughout Key Stages 3 and 4, allowing knowledge and understanding to develop over time.

The curriculum includes:

- Healthy and respectful relationships
- Consent and personal boundaries
- Online safety, social media and digital citizenship
- Sexual health and contraception
- Child-on-child abuse and sexual harassment

- Mental health and emotional wellbeing
- Substance misuse
- Personal safety and safeguarding
- Equality, diversity and inclusion

Teaching approaches include:

- Discussion and debate
- Case studies and scenarios
- Video and media resources
- Reflection activities
- Independent learning tasks
- Retrieval and assessment activities

Staff establish clear ground rules to ensure students feel safe, respected and able to participate confidently in discussions.

For more information about our RSE curriculum, see Appendix 1.

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

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 appropriately trained members of staff.

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.

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.

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).

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.

Assessment within RSHE is used to support learning, identify misconceptions and evaluate the effectiveness of the curriculum. The purpose of assessment is not to judge personal beliefs, values or experiences, but to assess students' understanding of the knowledge and skills taught.

Students' progress will be assessed through a range of age-appropriate strategies, including:

- Baseline and end-point activities.
- Retrieval practice and knowledge checks.
- Discussion and questioning.

- Reflection activities and self-assessment.
- Written responses and scenario-based tasks.
- Tutor programme activities.
- Student voice surveys and feedback.
- Observation of participation and engagement.

Assessment opportunities are designed to help teachers identify gaps in knowledge, address misconceptions and adapt future teaching to meet students' needs.

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

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.

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).

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.

6.1 Delivery of RSE

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

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

The Quest Academy is committed to providing an inclusive RSHE curriculum that reflects the diversity of modern Britain.

Teaching will:

- Reflect a range of family structures and relationships.
- Promote equality and challenge discrimination.
- Support students with SEND through appropriate adaptation and scaffolding.
- Be sensitive to students' faith backgrounds, cultures and lived experiences.
- Promote understanding of protected characteristics under the Equality Act 2010.
- Challenge harmful stereotypes, misogyny, sexism, racism, homophobia and other forms of prejudice.

All students will have equitable access to learning and support.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age 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

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

Resources are reviewed annually by the RSHE Coordinator and Designated Safeguarding Lead (DSL) to ensure they remain:

- Statutory compliant
- Age appropriate
- Inclusive
- Factually accurate
- Safeguarding focused

7. Use of resources

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 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

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 principal

The principal 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 9).

8.3 Staff

All staff have a role in promoting the personal development, wellbeing and safeguarding of students through the delivery of high-quality Relationships, Sex and Health Education (RSHE).

Staff involved in the delivery of RSHE are responsible for:

- Delivering RSHE in a sensitive, inclusive, accurate and age-appropriate manner.
- Creating a safe and respectful learning environment where students feel confident to participate and ask questions.
- Modelling positive relationships, respectful behaviour and inclusive language.
- Challenging discrimination, prejudice, harmful stereotypes, sexism, misogyny, racism, homophobia and other forms of discriminatory behaviour.
- Promoting the school's values and expectations regarding respect, equality and inclusion.

- Monitoring student understanding, engagement and progress through formative assessment opportunities.
- Adapting teaching approaches to meet the needs of all learners, including students with SEND and other vulnerable groups.
- Responding appropriately to the needs, questions and concerns of individual students.
- Following the school's safeguarding procedures and reporting any concerns or disclosures to the Designated Safeguarding Lead (DSL) Kathleen Waterhouse.
- Maintaining professional boundaries and delivering RSHE in accordance with statutory guidance and school policy.
- Participating in relevant training and professional development to ensure knowledge and practice remain current.

The RSHE Coordinator (Kirsty Flanagan) is responsible for:

- Curriculum planning and development
- Monitoring the quality of provision
- Reviewing and quality assuring resources
- Supporting staff with curriculum delivery
- Coordinate staff training
- Evaluating the impact of the RSHE curriculum through student voice, curriculum reviews and monitoring activities.

Heads of Year, tutors and teaching staff contribute to the delivery of RSHE through the tutor programme, assemblies, curriculum lessons and wider pastoral support.

The Designated Safeguarding Lead (DSL) provides guidance and support regarding safeguarding issues that may arise through RSHE teaching and learning.

Staff do not have the right to opt out of teaching RSHE. Any concerns regarding curriculum content or delivery should be discussed with the Principal or Assistant Principal responsible for Personal Development.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to 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.

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.

In exceptional circumstances, where the headteacher believes that withdrawal from sex education would place a student at risk of harm, negatively impact their wellbeing, or where there are significant safeguarding concerns or specific vulnerabilities, a request for withdrawal may be refused.

Before making a decision, the headteacher will meet with the parent/carer to discuss the request, consider the reasons provided and review any relevant safeguarding, pastoral or educational information. Where appropriate, advice may be sought from the Designated Safeguarding Lead (DSL), pastoral staff and other relevant professionals.

The headteacher will communicate the decision to the parent/carer in writing and explain the reasons for the decision. Any decisions will be made in accordance with statutory guidance, safeguarding responsibilities and the best interests of the student.

Where a student is withdrawn from non-statutory sex education, they will continue to receive all statutory Relationships Education and Health Education content. Appropriate, supervised alternative educational activities will be provided during the periods of withdrawal.

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 quality and effectiveness of RSHE provision at The Quest Academy will be monitored by the RSHE Coordinator Kirsty Flanagan.

Monitoring activities may include:

- Curriculum and provision map reviews.
- Lesson observations and learning walks.
- Planning and resource scrutiny.
- Student voice activities, surveys and focus groups.
- Staff feedback and evaluation.
- Assessment and knowledge-check outcomes.
- Behaviour, attendance and safeguarding data analysis.
- Monitoring of tutor programme and assembly delivery.
- Review of external provider contributions and resources.

Pupils' progress and development in RSHE will be monitored through formative assessment strategies, including discussion, retrieval activities, reflection tasks, student voice and curriculum-based assessment opportunities. Information gathered will be used to inform future planning and curriculum development.

The impact of the RSHE curriculum will be evaluated annually to ensure that it continues to meet statutory requirements, reflects current safeguarding priorities and responds to the needs of students at The Quest Academy.

This policy will be reviewed annually by the RSHE Coordinator and Assistant Principal responsible for Personal Development. Any significant changes to statutory guidance, safeguarding requirements or school practice may trigger an earlier review.

Following review, the policy will be presented to the Principal and Local Governing Body for approval and adoption.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Transition to secondary school, positive friendships, emotional wellbeing, personal safety, first aid and study skills.	MQJ Resources, Tutor Materials, Videos, Case Studies
	Autumn 2	British values, democracy, voting systems, legal system, leadership and civil rights.	MQJ Resources, Current Affairs Resources
	Spring 1	Positive role models, resilience, LGBTQ+ awareness, social media, self-esteem and online influences.	MQJ Resources, Videos, Discussion Activities
	Spring 2	Careers education, aspirations, entrepreneurship, work-life balance and future pathways.	Unifrog, Careers Resources
	Summer 1	Physical health, healthy brain, puberty, emotions, addictive substances and vaping.	NHS Resources, MQJ Materials
	Summer 2	Online safety, prejudice and discrimination, bullying, cyberbullying, healthy relationships, consent, toxic relationships and family dynamics.	CEOP, Anti-Bullying Resources, MQJ Materials
Year 8	Autumn 1	Emotional wellbeing, mental health misconceptions, digital resilience, self-harm awareness, eating disorders and sharing explicit images.	MQJ Resources, Mental Health Resources
	Autumn 2	Racism, colourism, sexism, homophobia, biphobia, transphobia, religious discrimination and challenging prejudice.	Equality Act Resources, Case Studies
	Spring 1	Physical health, addiction, county lines, drugs, consent, sexual pressure and FGM.	Safeguarding Resources, NHS Materials

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	Careers pathways, job applications, workplace skills, success and sustainability.	Unifrog, Careers Resources
	Summer 1	Consent, healthy and unhealthy relationships, peer pressure and online safety.	MQJ Resources, Brook, CEOP
	Summer 2	Human rights, individual liberty, rule of law, money management, disability awareness and revision skills.	MQJ Resources, Financial Education Materials
Year 9	Autumn 1	Emotional wellbeing, stress management, sleep, goal setting, mental illness, grief and bereavement.	Mental Health Resources, Case Studies
	Autumn 2	Radicalisation, knife crime, acid attacks, diverse communities, race and youth offending.	Prevent Resources, Safeguarding Materials
	Spring 1	Consent, communication, gaslighting, relationship structures, sexual harassment, contraception, HIV and STIs.	Brook, NHS Resources
	Spring 2	KS4 pathways, careers planning, labour market information and money management.	Careers Resources, Unifrog
	Summer 1	Cancer awareness, self-examination, binge drinking, drugs, first aid, blood donation, vaccinations and dental health.	NHS Resources
	Summer 2	Tax, pensions, avoiding debt, personal finance, computer skills and time management.	Financial Education Resources

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

TOPIC	PUPILS SHOULD KNOW
Families	<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>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 marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</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 pupils are concerned about violence, harm, or when they are unsure who to trust</p>
Respectful relationships, including friendships	<p>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</p> <p>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</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. Pupils 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 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</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>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p>

TOPIC	PUPILS SHOULD KNOW
	<p>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</p> <p>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</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>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>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>
Online safety and awareness	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</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. 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</p> <p>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</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 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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
	<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>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</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</p> <p>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</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>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</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 (for example, to enable targeted advertising)</p> <p>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</p> <p>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</p>
Being safe	<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 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>

TOPIC	PUPILS SHOULD KNOW
	<p>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</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 or 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>About concepts and laws relating to:</p> <ul style="list-style-type: none"> ○ 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 <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</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</p> <p>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>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>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>
Intimate and sexual relationships,	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive

TOPIC	PUPILS SHOULD KNOW
including sexual health	<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>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</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>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>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</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)</p> <p>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</p> <p>About 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>

