



Including local annexes for:

OAK TREE SCHOOL

Initial approval:	November 2025
Review frequency:	Every 3 years
Date(s) reviewed:	June 2026

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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
- Create a positive culture around issues of sexuality and relationships
- 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

In our school we teach RSE as set out in this policy.

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:

1. Review – all relevant information including relevant national and local guidance was collated and reviewed centrally by Maiden Erlegh Trust.
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. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of students, 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

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, students and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students 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

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations

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 students 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 students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all students' 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 students.

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 students including any additional needs, such as special educational needs and disabilities (SEND).

Students' development in RSE is monitored by class teachers but is not reported on formally.

It is important for secondary students to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help students 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). Students 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, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our students, 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 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
- 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.

7. Use of external organisations and materials

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.

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
- 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 hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Educational Standards Committee.

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 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 some or all of sex education delivered as part of statutory 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 some or all of sex education delivered as part of statutory 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 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

Relevant 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 through:

- Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.
- This policy will be reviewed every 3 years subject to statutory changes. At every review, the policy will be approved by Educational Standards Committee.

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
Band 4	Autumn 1	<p><u>Managing pressure</u></p> <ul style="list-style-type: none"> • Understand kindness and unkindness. • Describe and give examples of what it means to be kind and unkind and identify how they would tell a trusted adult. • Explain what is meant by teasing, hurtful and bullying behaviour. • Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. • Recognise what is meant by peer pressure and peer influence 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>
Band 4	Autumn 2	<p><u>Feeling worried or frightened</u></p> <ul style="list-style-type: none"> • Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). • Explain what unwanted physical contact means. • Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
Band 4	Spring 1	<p><u>Romantic feelings and sexual attraction</u></p> <ul style="list-style-type: none"> • Identify what it means to like someone. • Describe the difference between 'liking' someone and 'fancying' someone 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
Band 4	Spring 2	<p><u>Healthy and unhealthy relationship behaviours</u></p> <ul style="list-style-type: none"> • Identify some key features of positive friendships/ relationships, and how they can make us feel. • Identify times when we might feel angry or sad because of someone’s behaviour towards us • Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). • Understand the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). <p><u>Long term relationships and parenthood</u></p> <ul style="list-style-type: none"> • Understand about different kinds of families and different kinds of relationships in families. • Identify adults we know who are in a long-term relationship (e.g. married, in a civil partnership, living together, engaged). • Identify what being in a family means. • Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. • Recognise what ‘adopted’, ‘fostered’, or ‘looked after’ mean in terms of families. • Recognise that some relationships will end— meaning that a couple don’t go out together, or live together anymore. • Identify whom we can talk to if we’re worried about relationships changing/ ending. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
Band 4	Summer 1	<p><u>Intimate behaviours, consent and contraception</u></p> <ul style="list-style-type: none"> • Understand about romantic relationships. • Identify instances in or out of school when we might need to seek permission or receive consent. • Understand how to gain consent and what seeking and giving/not giving consent means in relationships • Identify the similarities and differences between friendships and romantic/ intimate relationships. • Identify whom we can talk to about relationships. • Identify different types of intimate relationships including same-sex relationships. • Describe how strong emotions (including sexual attraction) might make people feel. • Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). • Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. • Explain the difference between appropriate and inappropriate relationship behaviours in public places. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p> <p>Adapted resources from the 'sex factor' are used to support</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
Band 4	Summer 2	<p><u>Friendships</u></p> <ul style="list-style-type: none"> • Understand different kinds of friendship • Describe what having or being a friend means and different kinds of friendships • Identify occasions when we might need the support of friends and how we can do that • Describe how we can let friends know that we need their help and support. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>
Band 5	Autumn 1	<p>Managing pressure</p> <ul style="list-style-type: none"> • Identify some of the ways in which pressure might be put on us by other people, including online. • Describe ways we might challenge peer pressure. • Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. • Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. • Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. • Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>

Band 5	Autumn 2	<p>Keeping Safe online</p> <ul style="list-style-type: none"> • Describe some ways in which social media can be used in a safe and positive way. • Identify what we should do before we ‘like’, ‘forward’ or ‘share’ on social media and how this helps to keep us safe online. • Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. • Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button). <p>Public and Private</p> <ul style="list-style-type: none"> • Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. • Identify what is appropriate and inappropriate to share online. • Identify trusted adults who can help us if someone tries to pressurise us online. • Identify what is appropriate and inappropriate to share online. • Explain that there are online ‘scams’ (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). • Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret. <p>Feeling frightened/worried</p>	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
		<ul style="list-style-type: none"> • Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. • Explain what is meant by ‘personal space’. • Describe ways we can safely challenge unwanted physical contact and ask for help. • Explain or demonstrate strategies for communicating that we need help in different situations. • Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. • Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal • Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else’s personal safety. 	

Band 5	Spring 2	<p>Healthy/unhealthy relationship behaviours</p> <ul style="list-style-type: none"> • Explain how we expect people to behave towards us in friendships and relationships. • Identify the differences between positive/healthy and negative/unhealthy relationships. • Identify people we can talk to about relationships. • Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). • Identify what we can do if we are worried or concerned about an unhealthy relationship. • Identify sources of support for us or someone we know who is experiencing abusive behaviour <p>Intimate relationships, consent & contraception</p> <ul style="list-style-type: none"> • Define what intimacy means. • Identify readiness (emotional, physical and social) for a relationship that may include sex. • Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. • Explain that there are laws about the legal age of consent for sexual activity. • Identify sources of support with relationships and sex. • Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. • Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p> <p>Adapted resources used to support teaching from the 'Sex Factor'</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	Resources
		<ul style="list-style-type: none"> • Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. • Describe some forms of contraception, their correct use and where and how they can be accessed. • Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. • Explain how and when to access sexual health services. 	

Band 5	Summer 1	<p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> • Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. • Identify some of the responsibilities of being a parent. • Recognise different ways a person can become pregnant, including assisted conception, donor conception. • Identify possible reasons why people might choose to adopt or foster children or young people. • Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. • Describe choices people have in the event of an unintended pregnancy. • Explain what abortion or termination of a pregnancy means. • Identify reliable, unbiased sources of support and explain how to access them. • Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). • Identify some of the range of beliefs and opinions about pregnancy, adoption and termination. • Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement. <p>Friendship</p> <ul style="list-style-type: none"> • Identify occasions when our friends might need our support. • Explain that we might disagree with someone and still be friends. 	<p>Taught explicitly through structured lessons and activities.</p> <p>Taught in response to current situations to support students needs.</p> <p>Material adapted from PSHE SEND association framework.</p>
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		<ul style="list-style-type: none">• Demonstrate ways to manage friendship disagreements restoratively.• Recognise that friends do not always know what is best for each other.• Describe ways in which friendships might change over time.• Explain that sometimes friendships may end, through choice or circumstances.• Demonstrate strategies for managing feelings about friendships as they change and develop.• Demonstrate how we might end a friendship positively.• Identify reliable and appropriate sources of support for ourselves and our friends.	
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APPENDIX 2: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 students are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • 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

TOPIC	STUDENTS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • 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 • 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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 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: <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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> • 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
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none">• 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

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	<p><i>Include notes from discussions with parents/carers and agreed actions taken.</i></p> <p><i>E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom</i></p>		

APPENDIX 4: SCHOOL SPECIFIC INFORMATION AT OAK TREE SCHOOL

The person responsible for leading RSE is:

Beccy Root

RSE is taught by:

Class Teachers

The delivery of RSE is monitored by:

Beccy Root (Secondary PD lead) and Abi Davis (Headteacher) and Cass Minette (DSL)