

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

‘...And so to prepare ourselves for the journey before us, let us renew our faith and set ourselves high standards by which to lead our lives’ (RB Pro Verse 21)

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1. School RSE Mission Statement

1.1. In this policy the Governors and Teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the School.

2. Consultation

- School Council;
- review of RSE curriculum content with Head of Theology, Head of Biology, Co-ordinator of Personal, Social, Health and Economic Education (PSHEE), Chaplain and Director of Pastoral Care;
- consultation with the Head of Nursing; and
- Consultation with School Governors.

3. Implementation and Review of Policy

3.1. This policy will be reviewed every 2 years by the Senior Leadership Team, the Governing Body and Staff. The next review date is November 2024

4. Dissemination

4.1. The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff.

4.2. Copies of the document will be available to all parents through the School's website and a copy is available in the School office.

4.3. Details of the content of the RSE curriculum will also be published on the School's website.

4.4. The DFE Guidance¹ states,

'...the aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.'

¹ Relationships Education, Relationships and Sex Education and Health Education, February 2019

4.5. The DFE identify five main elements:

- family;
- respectful relationships, including friendships;
- being safe;
- online and media; and
- intimate and sexual relationships, including sexual health.

5. Statutory Curriculum Requirements

5.1. We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

5.2. Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our School. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHEE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from, and support will be provided to help pupils deal with different sets of values.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

6. Aim of RSE and the Aims of the School

6.1. Our key aims commit us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our School aims to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

6.2. In partnership with parents, to provide children and young people with a *'positive and prudent sexual education'*² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

7. Objectives

7.1. To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life; and
- fidelity in relationships.

7.2. To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

² Gravissimum Educationis I

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely; and
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

7.3. To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception; and
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

8. Outcomes

8.1. Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

8.2. Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our School strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We will make reference to the Accessibility Plan to ensure inclusion.

9. Content of RSE Curriculum

9.1. The five aspects of RSE are as follows:

- family;
- respectful relationships, including friendships;
- being safe;
- online and media; and
- Intimate and sexual relationships, including sexual health.

9.2. This content will be provided in a whole School approach through the ethos of the School, a cross-curricular dimension, the delivery of tutoring, PSHEE lessons and specific lessons on a relationships and sex education by specialist teachers.

9.3. The programme, illustrated in Appendix I, is continual and developmental, allowing the learning needs to reflect each stage of the development of the person. Since we are committed to the education of the whole person, teaching on relationships and sexuality is cross-curricular, using PSHEE, Tutoring, Curricular Subjects, General RS and the Sixth Form Talks programme to deliver appropriate aspects of the curriculum. It is integrated, with the School working in partnership with parents to give our pupils a consistent message about the meaning and value of human sexuality at home and at School. The School will ensure that our pupils are given a broad and balanced RSE programme which provides them with clear, factual, scientific information when relevant and meets the statutory requirements.

10. Parents and Carers

10.1. We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic School, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

10.2. Parents will be consulted before this policy is ratified by the governors. They will be able to view the lesson objectives and resources used by the School in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the School's RSE programme to meet their child's needs.

10.3. Parents have **the right to withdraw** their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the School by contacting the Head in writing. The School will provide alternative arrangements for the pupil.

11. Balanced Curriculum

11.1. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our School's promotion of Catholic teaching.

11.2. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

12. Responsibility for Teaching RSE

12.1. Responsibility for the specific relationships and sex education programme lies with the Deputy Head Pastoral (Senior). Whilst some topics may be covered by specialist staff, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

13. External Visitors

13.1. Our School will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

13.2. All external speakers will be recommended by a member of staff who is responsible for the delivery of the RSE programme and will be briefed as to their role and responsibility whilst they are delivering a session, this will include how to deal with disclosures or difficult questions. All content must be in line with our policy and rooted in Catholic principles and practice

14. Other Roles and Responsibilities Regarding RSE

14.1. Governors

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole School policies, e.g., SEN, the ethos of the School and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHEE.

14.2. Head

The Head takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and the Diocesan Schools' Service.

14.3. Deputy Head (Pastoral)

The Deputy Head (Pastoral), with the Head has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

14.4. All Staff

- RSE is a whole School issue.
- All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.
- Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the School.
- Appropriate training will be made available for staff teaching RSE. Staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

15. Controversial or Sensitive Areas and Childrens' Questions

15.1. The School want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

15.2. There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The School believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion³.

16. Supporting Pupils who are at Risk

16.1. Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the School's safeguarding policy and immediately inform the Designated Safeguarding Lead or Deputy DSLs.

17. Confidentiality and Advice

17.1. All governors, all teachers, all support staff, all parents and all pupils are made aware of this policy, particularly as it relates to issues of advice and confidentiality.

³ See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 01/16/2000, Department for Education and Employment, July 2000 for more detail

17.2. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

17.3. Pupils will be encouraged to talk to their parents about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties and inform the relevant pastoral staff to ensure wrap around care and a whole School approach. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Head, but that the pupils would always be informed first that such action was going to be taken. This will be also be spoken about in the termly Pastoral Talks by the Deputy Head Pastoral and the start of year safeguarding brief to each house.

18. Monitoring and Evaluation

18.1. Head of PSHEE and RSE will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

18.2. The programme will be evaluated annually by means of pupil questionnaires, and by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. The results will be made known to the Governors in the Pastoral Care report.

18.3. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy

19. Relationship to other Policies and Curriculum Areas

19.1. This RSE policy is to be delivered as part of the PSHEE framework. It includes guidelines about pupil safety and is compatible with the School's other policy documents.

19.2. Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

19.3. Learning about RSE in PSHEE classes will link to/complement learning in RSE as listed in the PSHEE map (A5 document).

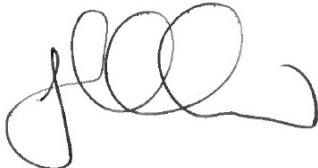
20. Right to Withdraw

20.1. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Upon receipt of a letter stating this intent the Head will invite parents of the child concerned into the School for a discussion. This meeting exists to ensure that both parent and pupils' wishes are understood and to clarify the nature and purpose of the curriculum. A formal record of this discussion will need to be kept.

20.2. Good practice will include the Head discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

20.3. The School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during at least one of those terms.

20.4. This same process will be followed for pupils with SEND. However there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

<i>Downside School Policy Approval Record</i>	
Reviewed by	Deputy Head (Pastoral) and Head of PSHEE & RSE
Date	January 2026
Authorised by	Chair of the Board of Governing Body 
Date	09 th February 2026
Next Review	November 2026
Circulation	Governors / all staff / [volunteers] automatically Parents on request Published on the School's website
Status	Complies with ISI regulatory requirements September 2025

APPENDIX I- RSE TEACHING PROGRAMME

Key Stage 3 (First, Second & Third Form)	Key stage 4 (Fourth & Fifth form)	Key Stage 5 (Sixth Form)
<p>FAMILY:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc. .Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life • how these relationships might contribute to human happiness and their importance for bringing up children. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex Understand that loving, supportive family relationships provide the best environment for a child 	<ul style="list-style-type: none"> • the roles and responsibilities of parents with respect to the raising of children. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. About harassment and how to manage this. To recognise when others are using manipulation, persuasion or coercion and how to respond 	<ul style="list-style-type: none"> • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. Understand what the Church teaches about marriage, and when it is a Sacrament and the distinction between separation, divorce and nullity. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving • the characteristics and legal status of other types of long-term relationships. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS:

- 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.. This includes different (non-sexual) types of relationship. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
- that in School and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic,

- 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. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

- 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.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

transphobic, disablist) and the need to challenge it and how to do so. Respectful of their own bodies, character and giftedness, including their emerging sexual identity

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

ONLINE AND THE MEDIA:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- about online risks, including that any material someone provides to another has the potential to

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- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.

- about online risks, including that any material someone provides to another has the potential to

<p>be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • 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>That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should</p>	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • 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>That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police,</p>	<p>be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> • 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>That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime</p>
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<p>know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime</p> <ul style="list-style-type: none"> • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. <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>if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime</p> <ul style="list-style-type: none"> • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. <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</p>	<ul style="list-style-type: none"> • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. <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. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray</p>
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<p>That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <ul style="list-style-type: none"> • • how information and data is generated, collected, shared and used online. <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. 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>	<p>their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <ul style="list-style-type: none"> • • how information and data is generated, collected, shared and used online. <p>That criminals can operate online scams, for example 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>misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <ul style="list-style-type: none"> • • how information and data is generated, collected, shared and used online. <p>That criminals can operate online scams, for example 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>
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<p>BEING SAFE:</p> <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. <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should</p>	<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. <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>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>	<ul style="list-style-type: none"> • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. <p>The concepts and laws relating to forced marriage.</p> <p>The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</p> <p>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</p>
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<p>understand that in some situations a person might appear trustworthy but have harmful intentions.</p>	<p>That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <p>The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p>	<p>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>
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<p>INTIMATE AND SEXUAL RELATIONSHIPS AND SEXUAL HEALTH:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, 	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness <p>The law about the age of consent, that they have a choice about whether to have sex, that many</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. Loyal, able to develop

<p>consent, loyalty, trust, shared interests and outlook, sex and friendship. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <ul style="list-style-type: none"> • 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. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships Discerning in their decision making, able to exercise wisdom and good judgement Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure. Courageous in the face of new situations and in facing their fears, including the courage to be different 	<p>young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</p> <ul style="list-style-type: none"> • 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. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximize fertility 	<p>and sustain friendships and the habits of commitment and compassion which make this possible. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <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. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</p> <ul style="list-style-type: none"> • 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. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the
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<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk • how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment. About STIs, including HIV/AIDS, how these are transmitted, protective practices, including abstinence, and how to respond if they feel they or others are at risk • how the use of alcohol and drugs can lead to risky sexual behaviour. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment Where and how to obtain sexual health information, advice and support 	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships. Discerning in their decision making, able to exercise wisdom and good judgement. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure. Courageous in the face of new situations and in facing their fears, including the courage to be different • that they have a choice to delay sex or to enjoy intimacy without sex. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage • the facts about the full range of contraceptive choices and options available. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods • the facts around pregnancy including miscarriage. 	<p>difference between natural and artificial methods. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximize fertility</p> <ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships. Discerning in their decision making, able to exercise wisdom and good judgement. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure. Courageous in the face of new situations and in facing their fears, including the courage to be different • that they have a choice to delay sex or to enjoy intimacy without sex. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage • the facts about the full range of contraceptive choices and options available. About human fertility, building on the learning at KS3; methods
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<p>About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy</p>	<ul style="list-style-type: none"> • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3. About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it. The sanctity of life, and the significance of this concept in debates about abortion • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. About STIs, including HIV/AIDs, how these are transmitted, protective practices, including abstinence, and how to respond if they feel they or others are at risk • how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment. About STIs, including HIV/AIDs, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk • how the use of alcohol and drugs can lead to risky sexual behaviour. The risks and consequences of legal and illegal substance use 	<p>of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3. About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it. The sanctity of life, and the significance of this concept in debates about abortion • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. About STIs, including HIV/AIDs, how these are transmitted, protective practices, including abstinence, and how to respond if they feel they or others are at risk • how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment. About STIs, including HIV/AIDs, how these are transmitted protective
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	<p>including on their ability to make good decisions in relation to sexual relationships</p> <ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment Where and how to obtain sexual health information, advice and support <p>About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy</p>	<p>practices, including abstinence, and how to respond if they feel they or others are at risk</p> <ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment Where and how to obtain sexual health information, advice and support <p>About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy</p>
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The overview and planning of the delivery of our RSE curriculum plan is mapped on the PSHEE/ RSE document. Teaching strategies will include:

- establishing ground rules;
- distancing techniques;
- discussion;
- project learning;
- reflection;
- active;
- film & video;
- group work.