

Relationships and Sex Education policy

CHELLASTON ACADEMY

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Headteacher**

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INTERIM POLICY – JUNE 2026

AWAITING TRUST POLICY

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1. Aims

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

- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils to be citizens of the modern world, safely and thoughtfully

2. Statutory requirements

We are committed to ensuring all pupils have access to the statutory content and aims of RSE at our academy.

This policy works cohesively with our Trust and Academy protocols around Safeguarding, Equality, Relationships and SEND.

We are committed to delivering the guidance as issued for statutory implementation from September 2026

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

3. Policy development

This policy was originally developed in consultation with staff, pupils and parents to address the guidance. The consultation and policy development process involved the following steps:

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

This updated version has been amended by the RSE lead after consultation with staff and students.

We are currently going through a further consultation process with Tapestry Learning Partnership, students, staff and parents in preparation for September 2026 delivery.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to respond to localised trends or concerns.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

We recognise the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in our Academy.

We understand that teaching RSE in a secondary school should build on the learning at primary school. Through our network of feeder and Trust primary schools we work together to establish a benchmark for RSE provision to ensure that this learning will be built on developmentally.

Staff that deliver RSE will be provided with CPD to ensure that they are skilled in their delivery.

All teachers are given training on handling sensitive topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the Academy's provision for Spiritual, Moral, Social and Cultural development. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE, but teachers should also be aware of prejudice or bias and seek support wherever needed.
- If at any point a disclosure is made by a student, it is the responsibility of the member of staff to follow the schools' Safeguarding Policy and notify the Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on CPOMs before notifying the Safeguarding Lead or Deputy DSL.

6. Delivery of RSE

RSE is taught largely within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Philosophy, PD morning sessions and assemblies.

These lessons are quality assured in line with the whole school teaching and learning procedures.

Pupils also receive stand-alone sex education sessions delivered by trained health professionals through workshops from the NHS.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

This area of education is overseen by the Deputy Headteacher Mrs D. Eyre and led by Miss L. Jones on the senior team.

The Care and Guidance Team including DSL and SENCO are responsible for the development and accessibility of RSE material for all pupils along with their wellbeing and engagement.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/nonscience] components of RSE

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.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They are to be reminded of the working practices within our Safeguarding Policy, understand where to get help and support should they, or their peers require it and be able to ask questions without judgment.

7.6 Parents

We will engage with parents and carers when reviewing the policy, through timely communication and when reviewing and adapting our offer. Parents and carers should work with the Care and Guidance Team to discuss any questions or concerns they have regarding their child, and we encourage further dialogue at home surrounding RSE. RSE in school forms part of a pupils' development and works in partnership

with discussions and guidance in the home. Support is available for parents, and this policy and further guidance is available in other accessible formats and will be offered as such from the Care and Guidance team. Useful links for Parents:

[Brook](#)

[Sex Education Forum](#)

[Childline](#)

[Government Legislation](#)

7.5 External Agencies

External agencies will be contacted and used to support RSE education based on individual pupil need.

They will also be used in addition to provide support, development and delivery of the curriculum providing specialist workshops and resources as approved by senior staff responsible.

8. Parents' right to withdraw

RSE is part of all students' education, and it is hoped all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science. Parents have the right to withdraw their children from some components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

These areas include Contraception, sexual health, STI's, intimacy and pleasure, pornography and perception.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Any further support to access this should be directed through the pupil's Head of Year.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

If there are any concerns about the topics or materials being taught, parents should get in touch with the child's tutor in the first instance.

9. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

The Headteacher and PSHCE Lead 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, or offer online training packages.

Staff requesting further support will be given coaching and a mentor from the Care and Guidance Team.

ECT's and those needing further support will have further training as part of the Academy support on offer and Safeguarding CPD.

10. Monitoring arrangements

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

The policy and its implementation will be reviewed by Governors when required as we embed and adapt to any changes in guidance or implementation. At every review, the policy will be approved by the governing board.

The lessons and delivery will be part of the internal QA procedures and include:

- Monitoring the use of teaching and learning styles through learning walks
- Monitor the use of teaching materials through work scrutiny
- Evaluate the effectiveness of the school's program through QA processes
- Ensure age related material is presented

The **RSE lead** will work regularly and consistently with the Deputy Head through line management, the **Headteacher** and **TRUST**, through review meetings, to evaluate the effectiveness of the subject and implement any changes.

This policy will be reviewed by the **Headteacher** in conjunction with the **RSE lead** when needed.

Any changes needed to the policy, including changes to the programmes, will be implemented by the **Headteacher**.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

Appendix 1 - An outline of the Chellaston Academy plan for RSHE

Science:

Aspects which fall within the remit of the 'reproduction' topic as described by QCA involve the biology of reproduction.

Our reproduction topic is taught in the spring term of Yr 7.

There is also a topic in Yr 10 biology which covers the hormonal aspects of reproduction, in terms of both the menstrual cycle and hormonal contraception and IVF treatment.

PURPLE - UNDERSTANDING MYSELF ORANGE = UNDERSTANDING MYSELF AND OTHERS YELLOW = UNDERSTANDING MYSELF WITHIN THE WORLD

	WEDNESDAY A PSHCE curriculum delivery				
	This curriculum plan focuses on the core lessons from our wider curriculum to fit a bi-weekly model. We will visit greater depth lessons additionally in PD time, through assemblies, drop down sessions and other areas of the curriculum. This plan has been organised largely following the suggested curriculum sequence that can be found on our live curriculum map, starting with strands found within the theme of 'understanding myself', followed with 'understanding myself with others' and finally 'understanding myself within the world'. This is psychological theory informed approach.				
W/C	Y7	Y8	Y9	Y10	Y11
09/09/2026	What are my emotions telling me?	How can we develop a positive mindset?	Self-regulation techniques	Healthy and unhealthy coping strategies	Balancing everyday pressures and opportunities
23/09/2026	How can we make healthy choices for our mental wellbeing?	Who am I?	Why can it be hard to talk about our feelings?	Techniques for improving mental health and reducing low-mood	How can we build resilience and overcome challenges?
07/10/2026	How can we build a positive relationship with ourselves?	How does our diet affect our physical health?	How can people protect themselves and others from	How can we overcome barriers to a healthy lifestyle?	How does addiction impact mental health?
21/10/2026	How do exercise and sleep impact our physical health?	What are the facts about alcohol?	How can we avoid pressuring other people?	How can someone stop smoking or vaping?	What health issues can affect people with female bodies?
Half-term					
26/10/2026					
11/11/2026	How do I keep my body and teeth clean?	The importance of genitals (including FGM)	How can we manage peer influence?	Pregnancy and healthy foetal development	What does it mean to become a parent?
25/11/2026	How do our bodies change during puberty?	What choices do people make around using condoms?	How can we manage feelings around change?	How can people make healthy choices around contraception?	Fertility, infertility and miscarriage
09/12/2026	How does it feel to go through puberty?	How can families have healthy relationships?	What is required for safe and pleasurable physical intimacy?	How can we manage conflict healthily?	The choice to continue or end a pregnancy
CHRISTMAS HOLIDAY					

06/01/2027	How do our genitals change during puberty?	How can we manage conflicts with friends?	Why is sexual consent so important?	Why do some people have civil partnerships or marriages?	How can we access the healthcare we need?
20/01/2027	What support might females need during their period?	How do power dynamics affect us?	How do online cultures affect our connection to each other?	How can someone communicate choices about sex and intimacy?	What expectations exist about sex and intimacy?
03/02/2027	What do we need from a healthy relationship?	What are the links between sexism, harassment and harm?	How can bystanders reduce sexual harassment?	How do gender stereotypes influence sexual violence?	How can someone deal with romantic rejection?
Half Term					
24/03/2027	How can we keep our friendships healthy?	How can someone respond to controlling behaviour?	What are the warning signs of unhealthy sexual behaviour?	How can someone identify and seek help for relationship abuse?	How can we avoid putting romantic and sexual pressure on other people?
10/03/2027	How do we have healthy boundaries with our friends?	What do the Fundamental British Values mean to you?	How are stereotypes used to spread hate and make money?	How can we ensure that our own behaviour is healthy and never controlling?	What can be the impact of combining alcohol and drugs with intimacy?
24/04/2027	How can we reduce harmful stereotypes?	How can we support people to love who they love?	How do we build a feeling of belonging?	How do gender norms influence the way we behave?	How do online cultures and content affect sexual relationships
Easter Holidays					
21/04/2017	What is sexual harassment and how can we stop it?	How can we create a world where disabled people thrive?	What is the impact of sexism?	What would our world be like if there was more tolerance?	What does it mean to be anti-racist?
05/05/2027	How does the Equality Act protect everyone in the UK?	How can we create a world free from racism?	How can we talk about gender with respect?	What is it like to live in Britain?	
19/05/2027	How can we create a world free from sexism?	How can the internet impact our wellbeing?	What impact can our online choices have?	What is the social model of disability?	

Half-term					
09/06/2027	CAREERS TERM	CAREERS TERM	CAREERS TERM	CAREERS TERM	LEFT
23/06/2027					
07/06/2027					
21/06/2027	REWARDS / FINAL WEEK CELEBRATION				
Total core lessons	16	16	16	16	13

PD DELIVERY IN MORNING SESSIONS 26-27

		7	8	9
WEEK B	Day 1	How does it feel to start secondary school?		
	HT1	How do we choose what to share online?	What can be the impact of sharing intimate content?	What can be the impact of deepfakes?
	HT1	How does money affect the online world?	How can we know what is real online?	How can we respond to online influence?
	HT2	How can we build our resilience to challenges?	How can we manage risks while trying new things?	What are the impacts of domestic abuse on wellbeing?
	HT2	What are the facts about smoking and vaping?	What happens during sexual intercourse?	How can we avoid criminal exploitation?
	HT3	How can we all love the body we have?	How can we create a school free of sexual harrasment?	How can we create an anti-discrimination school?
	HT3	Genitals and reproductive systems	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)	What are my rights?

HT4	How do we identify and challenge bullying?	What could be the impact of viewing pornography?	Why can being online feel addictive?
HT4	How can we have a healthy relationship with our devices?	How can we end relationships with kindness?	How can we check our own health?
HT5	How can online content affect us?	How can algorithms unite or divide us?	How can blood, organ and stem cell donation save lives?
HT5	How can we perform first aid?	The importance of vaccination and healthcare	How do we avoid financial scams and exploitation?
HT6	What rights do we have to privacy and our bodies?	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)	TBC

How easy do people find it to express their religion or beliefs?	How is data used to make money and influence us?
Why can extremism spread online?	How can we make healthy choices around gambling?
How can we improve our self-esteem?	How can people make healthy choices about cosmetic procedures?
How can we help our friends to have healthy boundaries?	How can you tell if a friendship is positive?
How can we respond to sexual behaviour online?	How can people heal from sexual harm?
How can someone understand sexual pleasure and desire?	How does power affect consent?

What are the effects of sexual harassment on men and women?	How can we avoid exploitation and radicalisation?
How does the media affect body image and the way we relate?	How can I feel confident and safe when meeting new people ?
How do wealth and class impact our lives?	How does it feel to complete secondary school?

REVISION PREP X

MOCKS X

APPENDIX 2 – Statutory Guidance

By the end of secondary school pupils should know:

Families - Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. 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.
4. That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships - Curriculum content:

1. 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.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people’s beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. 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.
9. 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.
10. 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.

11. 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.
12. 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.

Online safety and awareness - Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. 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.
4. 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.
5. 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.
6. 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.⁹
7. 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.
8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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.

12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. 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.
15. 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.

Being Safe - Curriculum content:

1. 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.
2. 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.
3. 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.
4. 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 understand that in some situations a person might appear trustworthy but have harmful intentions.
5. 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.
6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. 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.
14. 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.

15. 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.
16. 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 - Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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.
5. That some sexual behaviours can be harmful.
6. 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.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.