



Hummingbird Learning Lab RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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Introduction

At HLL, we are committed to ensuring the wellbeing of all our students with regards to positive and healthy relationships and sex education. At HLL, we see great value in informing and empowering our pupils in a subject that is, in many ways, so prominent in our modern day world. Not only does it inform and teach children the importance of personal boundaries and respect for others, in more serious contexts it gives children the ability to recognise, identify and report emotional, physical and sexual abuse.

At HLL we are committed to the beliefs expressed in the Department of Education RSE guidelines, that:

- children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.
- the high quality, evidence-based teaching of RSE can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.
- effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness.
- effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

The HLL RSE Policy is supported by many other HLL policies, including our Behaviour, Anti-Bullying, Complaints, Diversity/Equity/Inclusion, PSHE, and Safeguarding policies.

1. Purpose

It is the intention of this policy to:

- Comply with current statutory guidance regarding what schools should do and the legal duties with which schools must comply when teaching RSE
- Set out the subject content of RSE, how and when it will be taught, who is responsible for teaching it, and how it will be made accessible to all pupils, including those with SEND.
- Differentiate between relationships and sex education, so that parents have clear information.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Describe how the subject is monitored and evaluated.
- Explain how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relate to sex education from which a student has been withdrawn.
- Make explicit how the policy has been produced, who approves the policy, and how and when it will be reviewed.
- Explain the responsibilities of HLL Governors in relation to RSE

Supporting Document

For HLL RSE Policy 2025-2026: [RSE statutory guidance from Sept 2026](#)

2. Definition of Relationships and Sex Education

2a) Relationships Education

- Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

See Paragraphs 22 & 23 of RSE statutory guidance from July 2025/Sept 2026

- Relationships education focuses on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

See Paragraphs 22 & 23 of RSE statutory guidance from July 2025/Sept 2026

- Everyone has relationships with others, and most students will develop sexual relationships at some point in their lives. Relationships education equips students with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

See Paragraphs 22 & 23 of RSE statutory guidance from July 2025/Sept 2026

2b) Sex Education

- In Primary Schools sex education is optional. In Primary it can cover human reproduction in line with the factual description of conception in the science curriculum.

See Paragraphs 30-33 of RSE statutory guidance from July 2025/Sept 2026

- In Secondary Schools sex education is compulsory. It includes human reproduction and the knowledge students need in later life to keep themselves and others safe, and avoid sexually transmitted infections and unplanned pregnancies. It focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, sex education enables young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

See Paragraphs 30-33 of RSE statutory guidance from July 2025/Sept 2026

2c) Sex and Relationships Education

- RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers will be clear that being a victim of abuse is never the fault of the child or young person.

Different forms of abuse will be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, HLL will have an important role as a place of consistency and safety where students can find support.

See Paragraphs 35 of RSE statutory guidance from July 2025/Sept 2026

2. RSE Curriculum

2a) Subject Content

Overview

- The HLL RSE program will be tailored to the age and the physical and emotional maturity of the students. We will create smaller focus groups to cover certain topics if deemed appropriate.

- Students will know how to report concerns and seek advice.

- While teaching children how to stay safe, including online, teachers will be clear that being a victim of abuse is never the fault of the child.

- Listening and responding to the views of students of all ages will help us ensure that our RSE sessions meet student needs, and that topics are taught at the right time to support students to build positive relationships and avoid harms before they occur.

See Paragraphs 12 & 24-36 of RSE statutory guidance from July 2025/Sept 2026

Primary School

- Primary children will be introduced to protective and preventative content in away that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

- Relationships topics include: family, friendships, respectful & kind relationships, online safety and awareness, being safe.

For detailed information see Appendix A

- Sex Education topics include: conception and birth, main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals, factual description of human reproduction.

Secondary School

- Schools will continue to develop knowledge of topics specified for Primary as required and in addition covering the topics identified below.

- Sex and Relationships topics include: family, respectful & kind relationships, online safety and awareness, being safe, intimate and sexual relationships, including sexual health.

For detailed information see Appendix B

2b) Content Facilitation

- At HLL, RSE as a discrete subject will primarily be taught during the Spring or Summer terms, once the class group has come to feel very safe together and the teachers know their students well. RSE topics taught to different age levels will be aligned to the right time to support children to build positive relationships and avoid harm before it occurs.

- RSE at HLL will be taught by a variety of educators including the classroom teacher, neurolabs teacher, science specialist. The Safeguarding Team will also offer input. Careful consideration will be given to matching the level of connection to the students the facilitating adult has with the content they are facilitating. The goal being that the more sensitive the content the better the facilitator knows the students they are teaching.

- Where appropriate, HLL will work with external organisations to enhance delivery of the RSE content, bringing in specialist knowledge and different ways of engaging with young people. In this situation, HLL will remain responsible for the content and the way in which children are taught. HLL will check that external resources are accurate, age and stage appropriate and unbiased.

See Paragraph 52 of RSE statutory guidance from July 2025/Sept 2026

- Where appropriate, HLL will consult mental health professionals and put in place high quality, evidence-based staff training before directly addressing sensitive subjects with secondary aged students, to ensure that staff have the knowledge and skills to do this safely.

See Paragraph 44 of RSE statutory guidance from July 2025/Sept 2026

- To ensure the skilled delivery of participative education. The RSE curriculum will be delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff will be supported in their facilitation of the RSE curriculum by the Head of Wellbeing, Headteacher and DSL where appropriate. Staff will be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

- At HLL RSE will be taught predominately through PSHE sessions and NeuroLab sessions. Relationships education will also be woven into the broader program where opportunities present. This approach to the RSE curriculum is underpinned by the belief at HLL that RSE is best delivered as part of a whole school approach to wellbeing and positive relationships.

- RSE sessions will employ a variety of groupings and modalities to ensure all students, including SEND students, derive maximum benefit from participating. Groupings can include, but are not restricted to: whole class, gender specific, and small group based on interest or need, individual support if appropriate. Modalities can include, but are not restricted to: demonstration, video, pictorial, teacher-led, student driven, physical models, role play, written materials to take home, discussion, and quizzes.

- When teaching sensitive RSE topics, teachers will use approaches such as distancing techniques, setting ground rules with the student group to help manage sensitive discussion, and Anonymous Question Boxes. These boxes will be used immediately preceding and during RSE sessions to give learners the opportunity to identify what they would like to learn about. Some anonymous questions are naturally responded to during pre-planned sessions (e.g. 'What age do you go through puberty?'). Other questions will be best explored during specific Q&A sessions, during which verbal questions can also be asked. Still others might be beyond the appropriate scope of whole-class or the curriculum boundaries, in which case the offer will be made to the group for the individual asking the question to have it responded to in a 1:1 setting.

See Paragraph 36 of RSE statutory guidance from July 2025/Sept 2026

- Teachers will respond to questions about topics pertaining to sex education that the school does not cover by requesting directly to the student's parents that they respond to the question asked at home. If the question asked raises a safeguarding concern, then the teacher to whom the question was asked will follow the HLL Safeguarding and Child Protection reporting procedure.

- Teachers will respond to questions that relate to sex education from which a student has been withdrawn, by requesting directly to the student's parents that they respond to the question asked at home. If the question asked raises a safeguarding concern, then the teacher to whom the question was asked will follow the HLL Safeguarding and Child Protection reporting procedure.

2c) Monitoring & Evaluation

- i) Each student's HLL Student Portfolio provides opportunities for teachers, parents, the student, and their class mates to reflect on the student's strengths and needs and to set a goal in the area of relationships.
- ii) HLL's 5 Stage Inquiry Process provides numerous opportunities for a student to demonstrate and apply their understanding of content. For example, during the RSE sessions teachers have the opportunity in the 'Discover phase' to better understand what has been learned and understood rather than solely focussing on what is taught.
- iii) Student and parent feedback is regularly sought on the content covered and the experience of participating in HLL RSE sessions. *See example in Appendix C*
- iv) The Head of Wellbeing, Head Teacher and DSL are responsible for monitoring current trends, issues and needs and ensuring the RSE curriculum is modified accordingly
- v) As with other areas of the curriculum, HLL will monitor and evaluate the quality of the learning experience and the impact it has. For RSE areas to be monitored and evaluated include student relationships, bullying data, staff confidence and evaluation of PD sessions. Where appropriate feedback from students, staff, parents and outside experts can be utilised to inform our understanding of what's working well and what needs development.
- vi) The curriculum Governor will work with the RSE teacher to better understand strategically how this important area responds to monitoring and evaluation in the school and in society and best evidence-based practices more generally.

3. Parent Engagement

3a) Parent Consent

- i) Parents/guardians will not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
See Paragraph 21 of RSE statutory guidance from July 2025/Sept 2026
- ii) Parents/guardians will have the right to request that their child be excused from some or all of sex education delivered as part of statutory RSE. This option will be available up until Secondary education, when it will then be compulsory for students to participate.
See Paragraph 2 of RSE statutory guidance from July 2025/Sept 2026
- iii) In compliance with legislation, from three terms before the student turns 16, the student will be able to choose to opt back into sex education even if their parent has requested withdrawal.
See Paragraph 19 of RSE statutory guidance from July 2025/Sept 2026
- iv) Before granting a parental request for withdrawal of a child from all or part of the sex education curriculum, the HLL head teacher will discuss the request with parents, and the child where appropriate. The goal of this discussion will be to understand the request and to

clarify the nature and purpose of the curriculum. It will include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

See Paragraph 17 of RSE statutory guidance from July 2025/Sept 2026

v) If a student is withdrawn from sex education, HLL will take responsibility to ensure that they receive appropriate, purposeful education during the period of withdrawal.

See Paragraph 20 of RSE statutory guidance from July 2025/Sept 2026

3b) Parent Education

i) Before our sex education sessions are taught, parents/guardians will be offered the opportunity to attend a school-facilitated session to enhance their skills and knowledge about how they can support their child's development in the area of sex education.

3c) Parent Consultation

i) The sex education components of our RSE sessions will be available for parents/guardians to view before sex education sessions are taught. They will be invited to voice their opinions and/or concerns about the content being taught, although they are not able to veto curriculum content

See Paragraphs 12 & 55 of RSE statutory guidance from July 2025/Sept 2026

ii) At the same time as the above, the HLL RSE Policy will be shared with parents and their feedback proactively sought in order that it informs our annual review of the policy. This sharing of the HLL RSE Policy will additionally facilitate parental understanding that effective RSHE is important for promoting and protecting the wellbeing of all children.

See Paragraph 12 of RSE statutory guidance from July 2025/Sept 2026

iii) If HLL perceives the need to include new content in RSE to respond to emerging needs or issues parents will be informed and any relevant materials shared with them.

See Paragraph 12 of RSE statutory guidance from July 2025/Sept 2026

iv) The RSE policy will be published on the HLL website

See Paragraph 12 of RSE statutory guidance from July 2025/Sept 2026

4. Governors Responsibilities

4a) In accordance with statutory requirements in relation to RSE, the HLL Governing body will ensure that:

- all students make progress in achieving the expected educational outcomes
- teaching is accessible to all students with SEND
- curriculum content and teaching materials are aligned with statutory guidance

- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

See Paragraph 61 of RSE statutory guidance from July 2025/Sept 2026

APPENDICES

APPENDIX A

Relationships education: content to be covered by the end of Primary

See Paragraph 29+ of RSE statutory guidance from July 2025/Sept 2026

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs

and wishes of different people in relationships and why this can be complicated.

2.The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3.How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4.Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5.That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6.Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7.The conventions of courtesy and manners.

8.The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2.How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3.That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4.The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5.Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6.That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

APPENDIX B

Sex and Relationships education: content to be covered by the end of Secondary

See Paragraph 36+ of RSE statutory guidance from July 2025/Sept 2026

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of Secondary:

Families

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.
4. 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.
5. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
6. That forced marriage and marrying before the age of 18 are illegal.⁸
7. How families and relationships change over time, including through birth, death, separation and new relationships.
8. 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.
9. 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

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. 5. What tolerance requires, including the importance of tolerance of other people's beliefs. 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

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.

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

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. 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

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.

APPENDIX C

Example of how student feedback is regularly sought on the content covered and the experience of participating in HLL RSE sessions

Part 1)

Sentences below are completed individually, then frame the 'Discover and Share Session'

- I think it's good that I now understand more about...

- The sessions would have been better for me if...

- My highlight was...

Part 2)

Students wrote haikus before and after RSE sessions

This is very weird

I am nervous

But it is okay

vs

It was very good!

I feel very confident!

Thank you for the week!

*I don't know a lot
This is weird to write about
It might be quite fun???*
vs
*It was kinda fun
I loved the raspberry tea
Wednesday wasn't great*