

# Policy for Relationships & Sex Education

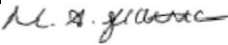
<b>Policy Author / Reviewer</b>	Marie Flatman
<b>Approval Date</b>	June 2026
<b>Next Review Date</b>	June 2027
<b>Version No</b>	5
<b>Policy Level</b>	Local
<b>Staff Groups Affected</b>	All Staff

## Contents

<b>1.</b>	<b>Monitoring &amp; Review</b> .....	<b>2</b>
<b>2.</b>	<b>Terminology</b> .....	<b>2</b>
<b>3.</b>	<b>Purpose</b> .....	<b>3</b>
<b>4.</b>	<b>Aims</b> .....	<b>3</b>
<b>5.</b>	<b>Statutory Requirements</b> .....	<b>3</b>
<b>6.</b>	<b>Policy Development</b> .....	<b>3</b>
<b>7.</b>	<b>Definition</b> .....	<b>4</b>
<b>8.</b>	<b>Curriculum</b> .....	<b>4</b>
<b>9.</b>	<b>Delivery of RSE</b> .....	<b>4</b>
<b>a.</b>	<b>Adaptation for Students with SEND and Autism</b> .....	<b>5</b>
<b>b.</b>	<b>Residential and Pastoral Application</b> .....	<b>5</b>
<b>c.</b>	<b>Safeguarding</b> .....	<b>5</b>
<b>d.</b>	<b>Confidentiality</b> .....	<b>6</b>
<b>10.</b>	<b>Roles and Responsibilities</b> .....	<b>6</b>
<b>11.</b>	<b>Parents'/Carers Right to Withdraw</b> .....	<b>7</b>
<b>12.</b>	<b>Training</b> .....	<b>7</b>
<b>13.</b>	<b>Monitoring arrangements</b> .....	<b>7</b>
<b>14.</b>	<b>Appendix 1: Curriculum Overview (suggested)</b> .....	<b>8</b>
<b>15.</b>	<b>Appendix 2: By the end of college students should know</b> .....	<b>11</b>
<b>16.</b>	<b>Appendix 3: Parent/Carer Form: Withdrawal from Sex Education within RSE</b> .....	<b>15</b>

## 1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:	
Name:	Marie Flatman
Position:	Principal
Date:	June 2026

## 2. Terminology

<b>'Establishment' or 'Location'</b>	This is a generic term which means the college. Cambian Dilston college is a college
<b>Individual</b>	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dilston College we have students attending and/or residing between the ages of 16 to 25 years
<b>Service Head / Head of Service</b>	This is the senior person with overall responsibility for the Location. At Cambian Dilston College this is the Principal who is Marie Flatman. The Head of Care (RM) is Rick Johnson
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	Means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dilston College this is Ofsted/DFE/CQC.
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

### 3. Purpose

The purpose of a whole college Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole college community (students, parents/carers, staff, and governors) have a shared understanding of this important area of the

curriculum. It is accessible to all stakeholders on the college website or by request.

As a college which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

### 4. Aims

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

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

The aims above are in line with our college Ethos. These are the core values that underpin a future where our students are fully included and respected in society: Self-Growth, Patience, Inclusion, Respect, Interconnected and Trustworthiness.

### 5. Statutory Requirements

While statutory Relationships and Sex Education requirements apply primarily to school-aged pupils, Cambian Dilston College adopts these principles as best practice for all learners aged 16–25. This ensures that all students are supported in developing the knowledge, skills, and understanding required for safe, healthy relationships and independent adult lives, in line with Preparing for Adulthood outcomes.

### 6. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff Consultation – all college staff were given the opportunity to look at the policy and make recommendations
3. Parent/Stakeholder Consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student Consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 7. Definition

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## 8. Curriculum

Our curriculum is set out as per [Appendix 1](#) but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The curriculum is differentiated to reflect the developmental stage, understanding, and needs of each learner, including those working at earlier developmental levels.

All content is carefully sequenced and adapted to ensure it is age-appropriate, developmentally suitable, and sensitive to the needs of learners with SEND. Staff use professional judgement to deliver content in a way that supports understanding without causing distress or confusion.

## 9. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

Students will also receive stand-alone sex education sessions delivered by a trained health professional.

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/young people 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/young people may have a different structure of support around them (for example: looked after children or young carers).

### a. Adaptation for Students with SEND and Autism

At Cambian Dilston College, the majority of learners have autism and/or additional learning needs. RSE is therefore adapted to meet individual communication, cognitive and social understanding needs.

This includes:

- Use of visual supports, structured teaching approaches, and social stories
- Repetition and overlearning of key concepts such as consent, personal boundaries, and safety
- Personalised learning linked to EHCP outcomes and Preparing for Adulthood pathways
- Small group or 1:1 delivery where required
- Sensory-informed and emotionally safe teaching approaches

Staff recognise that learners with SEND may be at increased vulnerability to exploitation or misunderstanding social relationships and therefore place a strong emphasis on safety, consent, and recognising risk.

### b. Residential and Pastoral Application

As a residential college, RSE extends beyond the classroom into daily living and care practice.

Learners are supported to apply their understanding of relationships, boundaries and personal safety within:

- Residential settings
- Key working sessions
- Behaviour support planning
- Risk assessments and safeguarding plans

Education and care staff work collaboratively to ensure consistent messages and approaches, supporting learners to generalise skills into real-life contexts, including friendships, intimate relationships, online interactions, and community access.

### c. Safeguarding

This policy operates in conjunction with statutory safeguarding guidance including:

- Keeping Children Safe in Education (KCSIE)

- Working Together to Safeguard Children
- The Mental Capacity Act 2005

All staff follow these frameworks to ensure a consistent and legally compliant approach to safeguarding within RSE.

Some issues may result in children and young people making disclosures which will be addressed in line with the college safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all colleges have to meet. RSE helps children and young people understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Cambian Dilston College ensures these requirements are met through; staff training and awareness, daily support in college to students, parents/carers and staff, and liaison with external agencies.

For learners aged 16 and over, the college also considers the principles of the Mental Capacity Act 2005. Where appropriate, staff support learners to understand, make, and communicate informed decisions about relationships and consent, ensuring that capacity, choice, and best interests are central to practice.

Where appropriate, multi-agency working with health professionals supports delivery of RSE, particularly in relation to sexual health and wellbeing.

#### d. Confidentiality

Staff will follow college's policy with regard to confidentiality. Students should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

### 10. Roles and Responsibilities

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

The Head of Education is responsible for ensuring that RSE is taught consistently across the college, and for managing requests to withdraw students from non-statutory components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE, in line with the age and legal status of the learner.

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 Head of Education.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

### 11. Parents'/Carers Right to Withdraw

Parents/carers have the right to request withdrawal from aspects of non-statutory sex education for students under the age of 18, in line with statutory guidance.

However:

- The views of the young person will always be considered, particularly for those aged 16–18
- For learners aged 18 and over, the individual's consent is paramount and withdrawal rights do not apply

The college will work collaboratively with families while prioritising the rights, autonomy and best interests of the learner.

### 12. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the PSHE Coordinator during accountability meetings.

The Head of Education and PSHE Co-ordinator will also invite visiting speakers and support agencies in to college, such as sexual health professionals, to provide support and training to staff teaching RSE.

Training also ensures consistency between education and residential care staff so that RSE principles are reinforced across all areas of the college environment.

### 13. Monitoring arrangements

The delivery of RSE is monitored by the Head of Curriculum and PSHE Co-ordinator through the Quality Assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council and questionnaires.

Students' development in RSE is monitored by class teachers through discussion and formative assessment and summative assessment.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

**14. Appendix 1: Curriculum Overview (suggested)**

<b>Core Topics</b>	<b>Autumn half-term 1</b>	<b>Autumn half-term 2</b>	<b>Spring half-term 1</b>	<b>Spring half-term 2</b>	<b>Summer half-term 1</b>	<b>Summer half-term 2</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Mental Health Intro – depression</li> <li>• Healthy Living – Benefits of Exercise</li> <li>• How can we manage anger?</li> <li>• What do we mean by a healthy lifestyle?</li> <li>• Emotional Literacy - Why is self-awareness and sensitivity important?</li> <li>• Managing my Behaviour to Achieve</li> <li>• Self-Confidence and Goals</li> <li>• What is mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bullying or banter?</li> <li>• Cyber bullying</li> <li>• Family relationships</li> <li>• Safe Sex – Consent</li> <li>• Safe Sex – Contraception and STIs</li> <li>• Safe Sex – The Dangers of Pornography</li> <li>• Safe Sex – Sexting and the Dangers of Sharing Images</li> </ul>	<ul style="list-style-type: none"> <li>• How does Self-esteem help us achieve?</li> <li>• Being a resilient student Social Media – Safe and Private</li> <li>• Prejudice and Discrimination – Racism</li> <li>• Discrimination, Teens and the Media – How is the media prejudice towards teenagers and what impact could this have?</li> <li>• Homophobia</li> <li>• Internet Safety – Online Grooming</li> <li>• Prejudice and Stereotypes –</li> <li>• How are disabled people portrayed in the media?</li> </ul>	<ul style="list-style-type: none"> <li>• Periods – What happens, when and why?</li> <li>• Puberty – What happens, when and why?</li> <li>• What is FGM and why is it dangerous?</li> <li>• The dangers of Smoking</li> <li>• Cancer Awareness</li> <li>• Personal Safety and First Aid</li> <li>• Teen Pregnancy – What issues do young parents face?</li> <li>• Vaping, Nicotine and Addiction</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Identity – British Values</li> <li>• What is Radicalisation and Extremism?</li> <li>• Keeping good friendships</li> <li>• Keeping safe and positive relationships</li> <li>• Radicalisation and Extremism – How can we prevent it?</li> <li>• How do extreme leaders attract converts?</li> <li>• Cults, Religions and their Leaders</li> <li>• Extreme Groups</li> </ul>	<ul style="list-style-type: none"> <li>• What are different financial products for?</li> <li>• What are different financial transactions?</li> <li>• How can we budget our money?</li> <li>• Creating a personal budget plan</li> <li>• Careers Focus – Communication Skills</li> <li>• Careers Focus – Teamwork Skills</li> <li>• Finance – Income and Expenditure</li> <li>• Finance – Income Tax and National Insurance</li> </ul>

<b>Core Topics</b>	<b>Autumn half-term 1</b>	<b>Autumn half-term 2</b>	<b>Spring half-term 1</b>	<b>Spring half-term 2</b>	<b>Summer half-term 1</b>	<b>Summer half-term 2</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Mental Health – How can we cope successfully with stress?</li> <li>• How can we manage anxiety?</li> <li>• Acid Attacks</li> <li>• Self-Harm</li> </ul>	<ul style="list-style-type: none"> <li>• How can we keep good mental health and body image?</li> <li>• Body Image, Media and Eating Disorders</li> <li>• Domestic Violence and Abusive Relationships</li> <li>• How can we deal with peer pressure?</li> </ul>	<ul style="list-style-type: none"> <li>• Knife Crime – How does it impact our lives?</li> <li>• How does the law treat young offenders?</li> <li>• Human Trafficking and Modern Slavery</li> <li>• What is Genocide?</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol Awareness</li> <li>• Drugs and the Law</li> <li>• Responsible Health Choices – Vaccinations, blood and organ donation, Stem cells and hygiene</li> <li>• Human Rights Focus – Why can't some children/young people gain an education?</li> </ul>	<ul style="list-style-type: none"> <li>• Child Sexual Exploitation</li> <li>• Immigration: The UK and Diverse Communities</li> <li>• British Community, Religion and Culture</li> <li>• Who are the LGBT Community?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I avoid debt?</li> <li>• Money Management: Navigating Financial Institutions</li> <li>• Self-Discipline to Achieve Sustainability</li> </ul>

<b>Core Topics</b>	<b>Autumn half-term 1</b>	<b>Autumn half-term 2</b>	<b>Spring half-term 1</b>	<b>Spring half-term 2</b>	<b>Summer half-term 1</b>	<b>Summer half-term 2</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Managing tough times: Change, Grief and Bereavement</li> <li>• Suicide</li> <li>• Screen Time – How much is too much?</li> <li>• Social Media and Self-esteem</li> <li>• Why is PSHE so important?</li> <li>• Fertility and Reproductive Health</li> <li>• Digital Footprints</li> <li>• The Importance of Sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict Management</li> <li>• Forced and Arranged Marriages</li> <li>• Harassment and Stalking</li> <li>• Consent, Rape and Sexual Abuse</li> <li>• Safe Sex</li> <li>• Relationship Breakups</li> </ul>	<ul style="list-style-type: none"> <li>• The Right Career for Me</li> <li>• What are employers looking for in CV's?</li> <li>• Rights and Responsibilities in the Workplace</li> <li>• Why do we need an International Women's Day?</li> <li>• Applying to College and University</li> <li>• GCSE Revision and Study Skills</li> <li>• How to prepare for a job interview</li> <li>• Independent Living</li> </ul>	<ul style="list-style-type: none"> <li>• Living Responsibly</li> <li>• Homelessness</li> <li>• Hate Crime</li> <li>• Tattoos and Piercings</li> <li>• How harmful is 'Binge' drinking?</li> <li>• First Aid – CPR</li> <li>• Gambling and Online</li> <li>• Gaming</li> <li>• Obesity and Body Positivity</li> <li>• Why do we take risks?</li> </ul>	<ul style="list-style-type: none"> <li>• Same Sex Relationships</li> <li>• Gender and Trans Identity</li> <li>• Community Cohesion</li> <li>• Sexism</li> <li>• Happiness and Positivity</li> <li>• Types of Relationships</li> <li>• Bullying – Body Shaming</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Social Behaviour</li> <li>• County Lines</li> <li>• Money Laundering Overt and Covert Racism</li> <li>• Cyber Crime and Online Fraud</li> <li>• Internet Safety: The Dark Web</li> <li>• Extremism</li> <li>• Multiculturalism</li> </ul>

15. Appendix 2: By the end of college students should know

Topic	Students should know
<p><b>Families and People who care about me</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children and young people growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, 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</li> <li>• That others' families, either in college 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</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring Friendships</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<p><b>Respectful Relationships</b></p>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in college and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, college and/or other sources</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<b>Respectful Relationships (including friendships)</b>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.</li> <li>• This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in college and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
<b>Online and Media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and Sexual Relationships, including Sexual Health</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• 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)</li><li>• 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</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

16. Appendix 3: Parent/Carer Form: Withdrawal from Sex Education within RSE

To be completed by Parent/Guardian	
Name of young person	
Academic year: (e.g. 2026-2027)	
Reason for withdrawing young person from sex education within relationships and sex education	
Any other information you would like the college to consider:	
Parent/guardian signature:	
Parent/guardian print name:	
Date submitted:	
To be completed by the College	
Agreed actions from discussion with parent/guardian	
Head of Education print name:	
Head of Education signature:	
Date:	

Head of Education – upload to student file on Databridge once signed.