THE CHARTER SCHOOLS

EDUCATIONAL TRUST

The Charter School Bermondsey

Relationship and Sex Education Policy

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SECTION 1: Relationship and Sex Education Policy

1. Definition

1.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our students with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being

2. Rationale

1.1 At the Charter school Bermondsey the School Relationships and Sex Education (RSE) programme has two main strands.

    1.1.1 Firstly, it involves the knowledge of physical development and an understanding of aspects of sexual behaviour.

    1.1.2 Secondly it involves seeking to understand the broader emotional, moral and social implications of sexual attitudes. The programme is delivered through a variety of channels:

- Lessons are delivered through our 'personal development' curriculum. This uses a nationally accredited curriculum.
- Sessions also take place within LFT across the year.
- Assemblies with expert's guest speakers with a focus on a particular issue e.g. Female Genital Mutilation
- Cross-curricular, especially through Science, ICT and Physical Education.
- One to one or small group interventions where required

3. Principles

3.1. To foster in students a feeling of self-worth, and to develop their personal and social skills to better equip them to face up to and solve personal problems.

3.2. To encourage responsible attitudes and behaviour in the students we teach.

3.3. To provide pupils with an understanding of the biological elements of reproduction and contraception.

3.4. To provide students with information, knowledge and facts on sexual matters, including HIV/Aids and sexually transmitted infections.

3.5. To encourage an exploration of feelings, morality, right and wrong and emotions through small group or class discussion.

3.6. To promote the value of stable relationships and family life.

3.7. To promote students mental and physical health. This includes internet safety, physical education, healthy eating, substance issues and basic first aid.

3.8. To support parents in their responsibility for the teaching of this sensitive area.

4. Implementation

4.1. The sex education programme will consider the personal, cultural and religious sensitivities of parents and pupils and seek to educate all.

4.2. A variety of professionals may be used, where appropriate, to help deliver the sex education programme and other parts of the RSE curriculum to students.

4.3. Wherever possible staff training will be given and tutors encouraged to deliver or help deliver the programme with the relevant professionals.

4.4. The sex education programme will be appropriate to the emotional, physical and intellectual maturity of the students.

4.5. The organisation of the programme will provide opportunities for mixed and single sex groups where possible or appropriate.

4.6. The content will be made accessible to all pupils including those with SEND. Where relevant and or needed, certain groups of students may be given some additional lessons where it has been identified that key ideas are not securely learnt.

4.7. Questions on a range of issues will inevitably arise in any subjects at any time. In this context questions should be answered honestly, sensitively and appropriate information given where available.

4.8. Where questions go beyond any sex education covered by the school, teachers will encourage the student to speak to their parents or another trusted adult and or signpost to support services where needed. The aim of this being to reduce the student turning to an appropriate source of information (including online)

4.9. Parents can request to see any of the curriculum material and this request should be sent to Rory Beard - rbeard@charterbermondsey.org.uk. Parents can also see the curriculum overview in the appendix of this document and during the curriculum page on the website.

5. Right to withdraw:

5.1. Parents may have the right to withdraw their son/daughter from some or all or the sex education provided within the RSE curriculum only.

5.2. Parents cannot withdraw their son/daughter from relationship or health education and any sex education that sits in the national curriculum as part of science.

5.3. If a parent would like to withdraw their child from all or certain parts of the RSE curriculum, they would first need to contact Rory Beard – [rbeard@charterbermondsey.org.uk.](mailto:rbeard@charterbermondsey.org.uk) This will be followed by a conversation with the head teacher, discussing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly

said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

5.4. Once this discussion has taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms

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

5.6. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

6. Conclusion

6.1. Our sex education programme aims to address the needs of young people in attempting to manage their developing sexuality.

7. Monitoring, Evaluation and Review

5.1 Lesson quality and impact is measured through the schools internal quality assurance system.

5.2 The Standards Committee will review this policy at least every two years and assess its implementation (schedule can be found in the appendix) and effectiveness, taking into account national guidelines. The policy will be promoted and implemented throughout the School and overseen by a single teacher.

Appendix

Sex and Relationship Education programme 2026 (please not that the update requirements are no due for teaching until September 2026). The school is aiming to be fully compliant with them by the end of the 2025-2026 academic year.

Over the five years at Charter Bermondsey, students will participate in a planned RSE curriculum delivered by Esteem with support from our own teachers and via the science, P.E. and Computing curriculum.

We recognise that the experience and expertise required to teach RSE well is best served through this partnership and discreetly through full integration into our Relating curriculum.

Students will learn the following points during their 5 years at Charter Bermondsey:

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.8
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.

9 For example, see Report Remove

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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 decisionmaking.

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

<u>The Law</u>

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM),
- 'Virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- The Online Safety Act
- Online behaviours including image and information sharing (including sexual
- Imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated
- Sexual imagery and deepfakes). Pupils should understand the law about online
- Sexual harassment and online sexual abuse including grooming and sextortion
- Pornography
- Abortion
- Protected characteristics (age, disability, gender reassignment, marriage and civil
- Partnership, pregnancy and maternity, race, religion or belief, sex, sexual
- Orientation)
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism/radicalisation
- Grooming or exploiting children into criminal activity, which can include gang
- Involvement and county lines drug running
- Hate crime
- The age of criminal responsibility
- Medical consent, Gillick competence and parental responsibility

What and when each part is taught.

Relationships and Sex education (RSE)		When is it covered?					
		Year 7	Year 8	Year 9	Year 10	Year 11	LFT Activities / external support
Families	1. That there are different types of committed, stable relationships.			PSHE-Lesson 6 Family life			
	2. How these relationships might contribute to wellbeing, and their importance for bringing up children.	PSHE-Lesson 5 coping with change		PSHE-Lesson 6 Family life			
	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.			PSHE-Lesson 6 Family Life – **Make sure to put emphis on marriage**			
	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.8	PSHE-Human Rights PSHE- FGM lesson		PSHE-Relationships			
	6. How families and relationships change over time, including through birth, death, separation and new relationships.	PSHE-Lesson 5 coping with change		PSHE- Conflict	PSHE-Impact of realtionships		
	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.			PSHE-Parenthood			
	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.	PSHE-Lesson 4 healthy relationships	PSHE-Absuive realtionships	PSHE-Realtionsjips and conflict	PSHE-Impacts of relationships		
Respectful relationships, including friendships	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.		PSHE-Lesson 7 Unhealthy relationships	PSHE- Lesson 3 Social influences	PSHE-Social influences Peer pressure	PSHE-Staying safe online	

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.	PSHE-British Values PSHE-Equality act		PSHE- Peer pressure	PSHE-Impact of Relationships			
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.	PSHE-Identity	PSHE-Consent PSHE-Lesson 7 abusive relationships	PSHE-Lesson 5 Realtionships and conflict				
4. What tolerance requires, including the importance of tolerance of other people's beliefs.	PSHE- British values PSHE-Equality	PSHE-Sexuality and gender idenity	PSHE-Recognising and preventing discriminat	PSHE-Philosphy unit. Looking at world outlook.			
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.	PSHE-British Values PSHE-Equality act	PSHE-Sexuality and gender identity	PSHE-Lesson 5 Relationships and conflict		PSHE-Understanding consent		
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.	PSHE-Lesson 4 what makes a health relationship	PSHE-Consent	PSHE-Safe sex PSHE-Lesson 6 parenthood	PSHE-Social influences	PSHE-Understanding consent		
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.	PSHE-British values PSHE-Equality act PSHE- What is diversity?	PSHE-Sexuality and gender	PSHE-Recognising and preventing discrimination PSHE-Pornography	PSHE-Peer pressure/Social influences	PSHE-Pornography		

	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.		PSHE-Abusive realtionships	PSHE-Social influences and peer preausre **PSHE-Pornography**	**PSHE-Contraception PSHE-body image**	**PSHE-Pornography PSHE-Understanding consent**	
	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.			PSHE-Pornography		PSHE-Pornography	
	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.	PSHE-FGM			**PSHE-FGM PSHE-Gangs**		
Online and Media	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	CS- ESafety Social media grooming	CS Esafety - Netiquette	CS –Digital Footprint online reputation			
	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.	CS –ESafety privacy settings on apps, not oversharing information with people they meet online.	CS – Fake news, deep fakes	CS Digital footprint oversharing, privacy settings how online reputation impacts future.			
	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.	CS – Cyberbullying,	CS – Misinforamtion, disinforamation,	CS -			
	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		CS – Sexting implications and legalities				

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	CS –Zip it, block it, flag it, report it.					
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.		CS - Deepfakes	CS – Computer Misuse Act			
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.	CS – Social media risks and how to stay safe					
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.	CS - Cyberbullying	CS – Cyberbullying impacts and effects and how to prevent.	CS - Cybercrime			
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.			PSHE-Pornography		PSHE-Pornography	

	12. How information and data is generated, collected, shared and used online.	CS – privacy settings, oversharing	CS – privacy settings, oversharing	CS – Digital footprint	PSHE-staying safe 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).		CS – Cookies and data collection – targeted ads.		PSHE- staying safe online		
	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.	Cs – Phishing, Pharming, blagging, Social Engineering	C	CS- Cyberime unit (Scams)			
	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.		CS – Deepfakes and Ai.	CS – Digital world Ai unit.			
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.	PSHE- What makes a healthy relationship	PSHE- Consent	PSHE- Pornography PSHE- Relationships and conflict PSHE- Social influences and peer pressure	PSHE- Impact of reationships.	PSHE- Understanding 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.	PSHE- What makes a healthy relationship	PSHE- Consent	PSHE- Pornography PSHE- Relationships and conflict PSHE- Social influences and peer pressure	PSHE- Impact of relationships.	PSHE- Understanding consent	
	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.	PSHE- What makes a healthy relationship	PSHE- Consent	PSHE- Pornography PSHE- Relationships and conflict PSHE- Social influences and peer pressure	PSHE- Impact of reationships.	PSHE- Understanding consent	
	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.		PSHE Consent	PSHE-Contraception PSHE-Pornography	PSHE-Understanding pregnancy	PSHE-Pornography
	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.		PSHE-Consent	PSHE-Pornography PSHE-Contraception		PSHE-Pornography
	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.		PSHE-Consent	PSHE-Pornography PSHE-Contraception		PSHE-Pornography
	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	PSHE- What makes a healthy relationship	PSHE-Consent	PSHE-Tackling peer pressure/social influence	PSHE- Relationships	
	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.	PSHE-FGM			PSHE-FGM	
	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.	PSHE- FGM			PSHE-FGM	
	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.			PSHE-Pornography		PSHE-Pornography
	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.			PSHE-STI's/ Contraception		PSHE-STI's
	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.		PSHE-Consent		PSHE-Impact of relationships	PSHE-STI's
	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.		PSHE-Consent	PSHE-Sexual relationships	PSHE-Impact of relationships	
	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 decisionmaking.			PSHE-Contraception	PSHE-Contraception	PSHE-STI's
	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.			PSHE-Parenthood		
	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			PSHE-STI's		PSHE-STI's

	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.			PSHE-STI's		PSHE-STI's	
	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.			PSHE-STI's		PSHE- STI's	

Internet safety and harms	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.	CS – ESafety – Staying safe online and risks and dangers online.	CS- sexting – peer pressure, legalities of sharing images online. Child Protection Law.	CS – Creating positive digital footprints and postive online identities.			
	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.	CS – Grooming, Phishing, Catfishing	CS- Fake news and using credible online sources to find out if information is real or fake. Deep fakes	CS – Cybercrime Grooming. Social engineering. Hacking.			
	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.	CS – ESafety – social media, Grooming, Phishing	CS – ESafety	CS – Online Reputation			
	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.	CS – Online Profiles	CS – Anonymous online	CS – Hacking, Viruses, Ransomware			
	5. Online risks, including that any material	CS – Social Media	CS- Sexting	CS- Cybercrime			

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.	CS – CEOP website, Think you know website. NSPCC – Report block flag	CS – CEOP website, Think you know website. NSPCC – Report block flag	CS – CEOP website, Think you know website. NSPCC – Report block flag				