Elysium Children and Education

Bere Clinic School

PSHE AND Relationships, Sex and Health Education Policy

Policy Number: 1.5 Version Number: 3

Date of Issue: **November 2025** Date of Review: **November 2026**

Author: Sarah Taylor, **Head Teacher**

Ratified by: Sheetal Shah, **Chair of the Management Committee**

Nick Rose, **Head of Education**

Bere Clinic School is committed to promoting equality in all its activities.
We aim to provide an environment free from discrimination and unfair treatment.

1. Statement of Intent

Bere Clinic School (BCS) is an independent day school for young people aged 11 to 18. We are a very small school, with a capacity for up to 12 students. BCS is committed to providing a secure, caring and challenging learning environment in which young people are encouraged to keep up with their home school studies whilst at the same time able to access opportunities for personal development.

BCS is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At BCS we promote the importance of Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSHE) for our students to enable them to have the knowledge, skills and understanding they need to be equipped for the world they live in. We aim for our students to develop independence, resilience, and ambition in order for them to thrive and succeed in everyday life and enjoy healthy relationships. The school ethos is to equip our students with the skills and attributes to empower them to "Invest in yourself, Invest in your future and Invest in others" this is a key dimension of our PSHE programme. The delivery of PSHE/RSE fully embraces BCS ethos, alongside Elysium's KITE values – Kindness, Integrity, Teamwork and Excellence.

RSHE at Bere Clinic School also reflects the needs of our students, and is delivered in conjunction with the Healthcare Team / MDT, with careful consideration for each young person's Care and Treatment Plan. All staff involved in the delivery of RSHE must be sensitive to the students' experiences and emotions. Some students will receive a higher level of support and input due to their needs and past experiences or previous trauma, working on particular areas of the RSHE curriculum more intensively, through 1:1 and/or therapeutic support. We tailor the sessions to consider the medical, emotional and health needs of young people in a tier 4 CAMHS unit for eating disorders and mental health to be delivered with sensitive and appropriate content due to their circumstances with additional support outside of school from a multi-disciplinary team of therapists when required on a case by case basis.

2. Overview

PSHE/RSHE promotes students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills, and attributes that students need to lead healthy, safe, responsible, and fulfilled lives now and in the future. Students develop knowledge and understanding about all aspects of personal relationships, physical health and mental wellbeing, social issues, and financial decisions. These fundamental life skills help them to manage their feelings and to develop emotional intelligence.

The PSHE/RSE programme is an integral and important part of the education programme at BCS. It aims to:

• Foster the personal, moral, spiritual, social, and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands.

• Inspire and encourage our students to become kinder, more confident, more thoughtful, and more responsible citizens in the communities in which they live and work.

• Our schemes of learning associated with PSHE are both proactive and reactive and are informed through Student feedback, identifying gaps in knowledge or the specific needs of individuals at regular intervals throughout the year. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body across BCS, depending on the individual needs and experiences of our current cohort.

3. Curriculum

A programme of study covering all new statutory content, plus additional content relevant for our students, has been developed to deliver a comprehensive exciting and stimulating learning experience for all students. Our PSHE curriculum is delivered through weekly lessons and enrichment sessions. Topics are delivered, where possible in a sequential order each half term. However, due to the nature of our setting, smaller cohort and different age ranges there are times that this is changed to meet the need of learners, any gaps that may be identified and therefore sometimes more bespoke lessons and a spiral curriculum is offered to cover content.

Teaching has been planned to have the most meaningful impact by breaking down topics into manageable units, with a focus on the clear communication of difficult issues and with as many opportunities as possible for students to relate what they have learnt to real life situations. Where appropriate some topics are revisited in different key stages when students have missed content due to significant school absence or long-term hospital admissions and therefore it may not always follow the curriculum map and age-related content in order cover topics from previous year and gaps in learning. This means there will be occasions when the same content is seen in books for students in different Key stages.

Lessons are taught within a safe environment where all students have the opportunity to ask questions in a nonthreatening way. Staff use agreed class ground rules in every lesson to ensure that sensitive topics and difficult concepts are explored in a meaningful manner. Resources for teaching are sourced from a variety of reputable providers who specialise in the provision of suitable age-related information delivered in a sensitive manner. Particular emphasis is made of guidance provided by the national PSHE Association to ensure we are delivering suitable content.

PSHE/RSE aims to help our students develop an increased understanding and knowledge of:

• Health & Wellbeing – This unit focuses on the students developing their understanding of their physical and mental wellbeing, including how to care for their changing bodies and make responsible, healthy choices regarding alcohol and drugs. It gives the students an understanding of the laws surrounding alcohol and drugs, tobacco and vaping, and gives guidance on how to recognise and deal with peer pressure. This unit also develops the students understanding of their emotional wellbeing and the things that impact it, how to manage stress and limit their time online.

• Living In The Wider World – This unit aims to equip students with the skills they will need to live healthy productive lives as older adolescents and adults in the world. This includes understanding different career pathways and developing money management skills. It aims to help students recognise online risks such as gambling hooks, scams, AI and online grooming.

• Relationships – This unit aims to build students understanding of what healthy and unhealthy relationships look like. It examines different types of families and relationships in the media and works to help students recognise toxic and illegal behaviours within relationships and build their understanding of consent. This unit is where RSE is taught in accordance with the statutory guidelines and at an age-appropriate level.

The context of our setting (a hospital school within a tier 4 eating disorder CAMHS unit) means that certain topics within the health strand of the PSHE curriculum are not facilitated in school due to the potentially detrimental impact they could have on students' wellbeing and overall recovery. These include, but are not limited to, body image, diet and healthy eating, self-harm, and exercise. Due to the nature of the students' illness, topics, such as those identified above, are discussed within individual and group therapy psychology / OT sessions and biweekly Nourish to Flourish sessions delivered by the dietician.

4. Relationship and Sex Education (RSE)

Introduction

Relationships and Sex education (RSE) is lifelong learning about healthy relationships, sex, sexuality, emotions, and sexual health. The objective of RSE is to help support young people through their physical, emotional and moral development. We recognise the importance of RSE in preparing young people to live safe, fulfilled and healthy lives. RSE is taught as part of our PSHE programme, and some parts of sex education are taught in science and other subjects such as Health and Social Care or Child Development.

4.1 Intent /Aims:

We believe that effective, age-appropriate education about relationships and sex can: foster positive attitudes and values of love and respect; promote spiritual, moral, social and cultural development. If young people can make their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults, able to make positive choices. We recognise not only the high importance of teaching and assisting our students to understand, recognise and form healthy friendships and relationships, but also the vulnerability that our learners can have in the community when it comes to matters of sexual activity and the possibility of being exploited.

As a school we educate students to understand the rights of all people to live freely within their sexual orientation and gender identity without discrimination and prepare our students to live in modern Britain. This is in line with the Equality Act 2010 and incorporates the protected characteristics. RSE is not about the promotion of any form of sexual orientation or sexual activity but to inform students about sexual issues and to keep them informed and safe as they move towards adulthood. It is taught in a safe, non-judgemental and open forum, allowing the students to discuss their opinions, pre-conceptions and concerns.

4.2 Implementation

In teaching Relationships Education and RSE, Bere Clinic School ensures that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Bere Clinic School ensures that we comply with the relevant provisions of the Equality Act 2010. Guidance is taken from the DfE Relationships and Sex Education and Health Education (England) Regulations (2019).

Staff teaching RSHE ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within planned lessons. The RSE curriculum will cover topics such as healthy and unhealthy relationships, peer pressure, bullying, consent, gender and identity, sexism, parenting, child sexual exploitation, relationship break ups and safe sex. We recognise that young people may be discovering or understanding their sexual orientation and gender identity and we provide an equal opportunity to explore the features of stable and healthy same sex relationships. At Bere Clinic School we teach our students about LGBTQ+, we ensure that this content is fully integrated into our programmes of study for this and other areas of the curriculum, as well as celebrating Pride month and LGBTQ+ history month.

At BCS, the core RSE teaching takes place in weekly timetabled Personal, Social, Health and Economic (PSHE) lessons which are compulsory for students. However, some aspects of RSE may be delivered through other subject areas, such as Science, SMSC or enrichment. In curriculum areas outside of PSHE, teaching will mainly contribute to students' understanding of the human body and how it is changing and developing. The PSHE Curriculum focuses more on the emotional aspect of developments and relationships, although physical aspects of puberty and reproduction may also be included

4.3 Impact

We firmly believe that a meaningful PSHE curriculum - in which RSE is embedded - is the key to young people becoming confident, tolerant and well-rounded adults.

Evidence shows that good quality RSE reduces teenage pregnancy rates, increases condom use, and decreases the incidence of non-consensual sex. We ensure therefore that students with disabilities, special educational needs or are CIN/CIC receive comprehensive RSE that meets their needs.

5. Statutory requirements

Secondary Relationships and Sex Education: As a secondary independent school, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019) made under section 34 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

5.1 Links to other policies:

This policy should be read in conjunction with the following BCS policies:

- Child Protection and Safeguarding Policy
- Preventing Bullying Policy
- Acceptable use of ICT Policy
- Equal Opportunities Policy
- SEND Policy

6.Summary of Curriculum:

The main aims of the Relationships, Sex and Health Education programme are to give young people the knowledge and understanding to build healthy, enjoyable and loving relationships as they move into adulthood.
It is important for pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- 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
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery 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
- The protected characteristics
- The age of criminal responsibility

'Relationships' - should be understood to include friendships, family relationships, relationships in the wider world e.g. work colleagues/strangers, and for secondary school students, intimate relationships. Students are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Students are educated in the importance of behaving responsibly and respectfully in sexual matters, particularly with regard to the importance and understanding of consent.

Moral and ethical issues - are presented and discussed in order to grow students' understanding around issues such as staying safe in the digital age (online and media), defining and respecting personal boundaries, recognising unhealthy relationships etc. The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Students will learn about intimate and sexual relationships, and sexual health. Students receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Students receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

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

Health professionals from the MDT (Multi-Disciplinary Team) may be involved in the delivery of some aspects of the RSHE curriculum, particularly specific targeted 1:1 programmes where a need has been identified or linked to appropriate therapy required for previous experiences of trauma.

The programme is designed to support and complement the role of parents and carers in this sensitive area. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers from unreliable sources.

Students are made aware of people and places they can go to for appropriate help or advice.

Information about our curriculum and topics covered by the end of KS4/5 for RHSE can be found in Appendix 1, however due to our students only staying during their hospital admission it will not be possible to cover all content.

We may amend our curriculum content to respond to the needs, emotional well being and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6.3 Teaching Strategies

It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

a) teachers/ health professionals will not have to answer personal questions

b) no student will be forced to take part in a discussion

c) students will be encouraged to use the anatomical name for body parts

d) the meaning of words will be explained in a factual way

Bere Clinic School has a commitment to ensure that the programme is relevant to all students and is taught in a way that is age and stage appropriate. Some students, for a variety of reasons, may benefit from 1:1 and small group RSHE sessions. It may be appropriate to include occasions when single sex groups have an opportunity to explore issues which may be particularly sensitive. This work may be done by the teaching teams or in some instances by other teams e.g. the therapeutic team

Teachers will use distancing techniques which involve de-personalising discussion and using role play to 'act out' situations.

Teachers will be given training on how to respond to difficult questions. If a question is asked that is too personal or too explicit then the teacher should:

a) acknowledge the question and arrange to speak to the student later in a more appropriate setting

b) in consultation with a member of the SLT, or Designated Safeguarding Lead.

Teaching methods employed within Relationships, Sex and Health Education are as significant as the content of the programme. The strategies employed should enable students to practice the skills of negotiation, decision making, assertion, research, problem solving and collaboration. Students should be given a range of opportunities to explore and develop their own attitudes and values, including exploring their own and others prejudices, engaging in discussion, preparing presentations, challenging stereotypes and considering evidence.

It is important that the teacher promotes an atmosphere in which students can:

a) feel comfortable and trusted

b) feel able to contribute

c) use language as a tool for exploration

d) feel supported

e) support each other

f) express their feelings.

Students should be encouraged to work in an active way, through methods such as:

a) role play and theatre workshops

b) debating

c) discussion

d) projects

e) displays

f) case studies

g) TV, films, documentaries and Health Education publications

h) visitors

7. Roles and responsibilities

7.1 The Management Committee

The Management Committee will ensure that:

• BCS is supported in the implementation of this policy and will monitor, evaluate and review this during termly Management Committee meetings

• This policy is reviewed at least once a year to ensure that it continues to meet the needs of the students and is compliant with government guidelines.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE.

The Headteacher and Deputy Headteacher will ensure that:

• All staff are informed of the policy and the responsibilities included within the PSHE and RSE policy

• All teachers explore how new pedagogies, and technology can be fully utilised to support subjects

• The subjects are staffed and timetabled in a way to ensure BCS is able to fulfil their legal obligations

• The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND

• Clear information is provided to parents/carers on the subject content via the school website, so that parents may exercise the right to request that their child is withdrawn from this lesson.

7.3 The subject lead will ensure that:

• Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
• All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
• At all times teaching will take place in the context of an explicit moral framework
• All points of view they may express during the course of teaching RSE are unbiased
• The teaching of RSE is delivered in ways that are accessible to all students with SEND
• The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
• Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE
• Where appropriate, they direct students to seek advice and support from an appropriate agency or individual
• Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

7.4 Students

All staff are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Students with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. Bere Clinic School will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. BCS is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

9. Equality

Our PSHE programme has been devised with a view to ensuring we meet the requirements of the Equality Act 2010 so that there is no discrimination against students because of their protected characteristics (which could cover their sex, race, disability, religion, gender reassignment, pregnancy/maternity, marriage/civil partnership or sexual orientation). Equality is a key underpinning principle of PSHE teaching and reasonable adjustments are made to alleviate disadvantage when planning the delivery of related subject material. Every effort is made to use gender-neutral case study examples. There is also no stigmatisation of students based on their home circumstances and areas of learning reflect sensitively that some students may have a different structure of support around them. Positive action is also taken to support students dealing with a particular disadvantage due to a protected characteristic by, for example, adapting the teaching programme for the pupil body to address relevant issues. We aim to foster healthy and respectful peer-to-peer communication and behaviour through the delivery of PSHE teaching and a whole school approach where we do not accept prejudiced behaviour and any occurrences are identified and tackled.

10. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, BCS will respect the parents' request to withdraw their 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 arrangements will be made to provide the child with sex education during one of those terms. The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

11. Working with external agencies

Bere Clinic School is aware that working with external partners can enhance the delivery of RSE and at times may bring in specialist knowledge and implement different ways of engaging with young people. Where BCS use external agencies, they will check the credentials of the visiting organisation, and any visitors linked to the agency. BCS will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. BCS will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by BCS in advance of the session. BCS will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Child Protection and Safeguarding Policy. Visitors will be supervised at all times whilst in the school.

12. Safeguarding / Child Protection and Confidentiality

BCS recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role RSE has as a form of preventative education. BCS will provide students with a safe and open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons

Staff must be aware of the school Child Protection and Safeguarding Policy as the teaching of RSHE may raise the sensitive issue of child abuse. Joint guidance by the DfE *Working Together to Safeguard Children* (pub. July 2018) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect in addition to Keeping Children Safe in Education 2020.

13. Training

Staff are experienced in the delivery of RSHE as part of their induction, have the necessary teaching qualifications to plan appropriately, and it is included in our continuing professional development calendar.

14. Monitoring arrangements

The delivery of RSHE is monitored by the Headteacher through lesson observations, work scrutiny and learning walks in PSHE. Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Management Committee.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • 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 • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • 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. • 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, including friendships	• About 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 • 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 • 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 • 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay • How stereotypes, in particular stereotypes based on sex, gender, 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 • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • 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	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also 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 • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice

	• 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 • 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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. • 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. That 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	• 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 • 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 • 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 • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the

	importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions
	• 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
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting
	• About concepts and laws relating to:
	  ○ Sexual violence, including rape and sexual assault
	  ○ 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
	  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
	  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
	  ○ Forced marriage
	• Female genital mutilation (FGM),

Elysium Children and Education

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	