

RELATIONSHIPS & SEX EDUCATION POLICY

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Committee	Governing Body
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Relationships and Sex Education (RSE) is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, family, respect, love and care, not the promotion of sexual activity. At Deptford Green RSE is delivered formally via the Personal Development and Science curriculums. Effective RSE and successful partnerships between health services and the school help to achieve better outcomes for young people.

1. Aims

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

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

2. Statutory Requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy Development

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

1. Review – key staff pulled together all relevant information including relevant national and local guidance
2. **Parent/stakeholder consultation – parents/carers and any interested parties were invited to review the current and new policy**
3. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Programme of Study

The Programme of Study represents a clear coverage of the statutory guidance for RSE and Health Education using the primary framework as our starting point for learners. Personal Development is the umbrella term for PHSE, RSE and Citizenship. These core areas offer a context through which the essential skills and attributes below are developed giving our learners the skills, language and strategies necessary to manage these situations should they encounter them in their lives. The following areas relate to RSE at Deptford Green:

1. **Identity** – the personal qualities, attitudes, skills, attributes and achievements that young people have and what influences these. Understanding and maintaining boundaries around their personal privacy, including life online.
2. **Relationships and consent** – exploring different types of relationships and in the many contexts in which young people might encounter them, including in the real world and online.
3. **A healthy and balanced lifestyle** – analysing physical, emotional and social health and how these interplay with relationships, work-life, exercise and rest and lifestyle choices.
4. **Risk and safety** – how to identify, assess and manage risk, exploring behaviours and strategies to support this in different settings.
5. **Diversity and Equality** – in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
6. **Empowerment** – the ways it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion, grooming and how it can be challenged or managed through negotiation.

Personal effectiveness	Interpersonal and social effectiveness
<ul style="list-style-type: none"> • Having the Deptford Green Student Learner Behaviours of LORIC (Leadership, Organisation, Resilience, Independence and Communication). • Abiding by the GREAT values (Growth, Respect, Equality, Accountability and Togetherness). • Having a Growth Mind-set. • Self-improvement (including through constructive self-reflection, feedback from others and goal setting). 	<ul style="list-style-type: none"> • Empathy and compassion (including the impact on decision making and behaviour). • Being BRAVE and creating BRAVE spaces when needed. • Respect for others’ rights to their own beliefs, values and opinions. • Discernment in evaluating the arguments and opinions of others. • Skills for employability, including: <ul style="list-style-type: none"> ○ Active listening and communication (including being assertive).
<ul style="list-style-type: none"> • Identifying unhelpful ‘thinking traps’ (challenging stereotypes and avoiding generalisations). • Self-regulation (managing strong emotions and impulses). • Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms. • Strategies for identifying and accessing appropriate help and support. • Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence. • Recalling and applying knowledge creatively and in new situations. • Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect). 	<ul style="list-style-type: none"> ○ Team working. ○ Negotiation. ○ Leadership skills. ○ Presentation skills. • Enterprise skills and attributes (including aspiration, creativity, goal setting, identifying opportunities, taking positive risks). • Recognising, evaluating and utilising strategies for managing influence. • Valuing and respecting diversity. • Using these skills and attributes to build and maintain healthy relationships of all kinds.

Managing risk and decision making

- Identification, assessment (including prediction) and management of positive and negative risk to self and others.
- Formulating questions as part of an enquiry approach to learning and to assess the value or information.
- Analysis, including separating fact and reasoned argument from rumour, speculation and opinion.
- Assessing the validity and reliability of information.
- Identify links between values and beliefs, decisions and actions.
- Making decisions.

The school respects and supports the wide range of family experiences and the background of students. RSE aims to allow students to share and discuss attitudes from a range of cultural perspectives. At the same time students are made to understand that teachers will challenge prejudice such as: racism, sexism and homophobia.

RSE is required to be taught in a moral framework and young people will learn these values throughout all aspects of school life and through all subjects, not just Personal Development.

Among the values promoted are:

- Respect and responsibility for self and others, and a willingness to see choices made by others as equally valid
- Explore the physical, sexual, emotional and moral implications and risks, of certain types of behaviour.

Year group	Autumn 1 Black History Month	Autumn 2 Anti-bullying week National Disability Awareness Month	Spring 1	Spring 2 LGBTQIA+ History Month Women's History Month	Summer 1 Autism Awareness Week Mental Health Awareness Month	Summer 2 Gypsy, Roma and Traveller History Month
7	Transition Week 1: Life @ DG Week 2: Adapting to secondary school Week 3: Creating +ve school atmosphere Week 4: Power of Kindness Week 5: Being GREAT Week 6: LORIC Behaviours Week 7: Routines	Bullying Week 1: Types of relationship Week 2: What is bullying (NEED POST IT NOTES) Week 3: Harassment and discrimination Week 4: Harmful behaviour Week 5: Inclusion (NEEDS SOME PRE PLANNING) Week 6: Safe spaces (NEEDS PAPER FOR POSTERS OR COMPUTER) Week 7: Offensive language	Healthy Relationships Week1/2: Lesson 1 & 2 Family Relationships Week 3: Lesson 3 Friendships Week 4: Lesson 4 Romantic Relationships Week 5: Lesson 5 Self Awareness Week 6: Lesson 6 Reflecting on Healthy Relationships	Puberty Week1: Lesson 1 Growing and Changing Week 2: Lesson 2 Puberty - What happens and to who Week 3: Lesson 3 Puberty and emotions Week 4: Lesson 4 Personal Hygiene Week 5: Lesson 5 Personal Hygiene Part 2 Week 6: Lesson 6 Puberty Quiz	Desert Island Week1: Landing on the Island Week 2: Decision Making Week 3: Making Laws Week 4: Dilemmas Week 5: Vaping Week 6: Personal Safety	Healthy living and First Aid Week 1: Allergies Week 2: Asthma Week 3: Life Support Week 4: Healthy Diet Week 5: Fire Safety Week 6: Street Safety Week 7: Internet Safety
8	Online Safety Week 1: L1 Online Content Week 2: L2 Online Identity Week 3: L3 Online Beauty Week 4: L4 Influencers Week 5: L5 Images Pt 1 Week 6: L6 Images Pt 2 Week 7: L7 Is Tik Tok Dangerous	Relationships and Body Image Week 1: Healthy relationships Week 2: Consent Week 3: Abusive relationships Week 4: Sexual Orientation Week 5: Male Body Image Week 6: Body Image + Media Week 7: Christmas Quiz	Protected Characteristics Week 1: Week 1 – Ageism Week 2: Week 2 - Sex Discrimination Week 3: Week 3 - Crime and Criminality Week 4: Week 5 - Pregnancy and Maternity Week 5: Religion and Belief Week 6: Physical Exercise	British Values Week 1: Week 1 - British Values Week 2: Week 2 - Respect and Tolerance Week 3: Week 3 - Tolerance Week 4: Week 4 - Liberty Week 5: Week 5 - Democracy Week 6: Week 6 - Hate Crime	Alcohol, Drugs + Energy Drinks Week1: Caffeine / Energy Drinks Week 2: Tobacco Week 3: Alcohol Week 4: Vaping Week 5: Drugs Week 6: E-Scooters and Safety	Behaving for Success Week 1: Resilience Week 2: Growth Week 3: Self-Management Week 4: Healthy Diet Week 5: Healthy Diet on a Budget Week 6: Summer Safety Week 7: Self-Esteem
9	Crime and Gang Culture Week 1: Unhealthy Friendship Week 2: Pressure to join gang Week 3: County Lines Week 4: Knife Crime Week 5: Knife Crime Week 6: Preventing Crime Week 7: Preventing Crime	Extremism, Grooming and the Media Week 1: Cause of extremism Week 2: Influence Week 3: Extremism in the UK Week 4,5 and 6: Shadow Games 1 Shadow Games 2 Shadow Games 3	The Wider World Week 1: Deep Fakes Week 2: What is AI Generated Sexual Imagery Week 3: Marriage and Civil Partnerships Week 4: Legal status of Marriage Week 5: Difficulties of Parenting Week 6: Sleep Health Week 7: Dealing with Grief and Loss	Mental health (Move to 8 Sp1?) Week1: Stigma Week 2: Depression Week 3: Resilience and Wellbeing Week 4: Digital Resilience Week 5: Coping Strategies Week 6: Loneliness	Contraception and sexual health, sexuality, pornography Week1: Consent Week 2: Contraception Week 3: STIs Week 4: Sex in the Media Week 5: Pornography Week 6: Vaping	Study Skills (+Honour Violence) Week 1: Brain Health Week 2: Goals and Objectives Week 3: Learning Styles Week 4: Organisation Week 5: FGM-11-16.pptx Week 6: Honour Violence Week 7: Summer Safety Week 8: Online Safety

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10	KS4 and Exams Week 1: KS4 Timeline Week 2: Resilience Week 3: Organisation Week 4: STEM Jobs Week 5: Arts Jobs Week 6: Revision Techniques Week 7: Quiz	Addiction and drugs/alcohol Week 1: Substance Use and Risk Week 2: WEX Week 3: WEX Skills Week 4: Addiction Week 5: Drugs Help Week 6: Drugs + the Law Week 7: Quiz	Sex Ed + Misconceptions Week 1: Sex Ed Quiz Week 2: Consent Week 3: Fertility + Choices Week 4: Parenthood Week 5: Pregnancy Outcomes Week 6: Pregnancy + Abortion	Unhealthy relationships and conflict resolution Week 1: Relationships + Communication Week 2: Unwanted Attention Week 3: Abusive Relationships Week 4: Sharing Sexual Images Week 5: Healthy Relationships Week 6: Forced Marriage	Financial Awareness Week 1: Banking Week 2: Budgets Week 3: Debt Week 4: Online Fraud Week 5: WEX PREP	Y10 PPEs Week 1: WEX Reflection Week 2: WEX Reflection 2 Week 3: Cervical Cancer Week 4: Testicular Cancer Week 5: Breast Cancer Week 6: Suicide prevention Week 7: Women Health
11	Post 16 Week 1: Post 16 choices Week 2: Local providers Week 3: Applying for college Week 4: Local Providers Week 5: More local providers Week 7: Writing a Personal Statement	Mental health – exam stress Week 1: Memory and the Mind Week 2: PPE Review Week 3: Revision technique Week 4: Science Revision Week 5: Revision techniques - English Week 6: Big PSHE Quiz	Democracy and Participation Week 1: Lesson 1 Week 2: Lesson 2 Week 3: Lesson 3 Week 4: Lesson 4 : Votes at 16 Week 5: Democratic Countries Week 6: Responsibilities-in-the-Workplace.pptx	RSE Week1: Consent Week 2: Contraception Week 3: STIs Week 4: Sex in the Media Week 5: Pornography Week 6: Vaping	Study Skills Week 1: Memory Techniques Week 2: Revision Timetables Week 3: Flashcards Week 4: Cornell Notes Week 5: Pyramid Quiz Week 6: Dual Coding Week 7: Memory Tricks Week 8: Quizlet Week 9: Brain Dumps	

This policy will ensure that parents, carers and students know the legal requirement for RSE and the students' entitlement. It clarifies the responsibility of the governing body. The policy is available via the website and copies of this policy are available to parents on request.

This policy supports all staff in their delivery of RSE. A member of the Senior Leadership Team is responsible for ensuring all Newly Qualified Teachers and new staff are fully aware of this policy. The policy is complementary to other related policies in the school including Inclusion, Child Protection, Confidentiality, Teaching and Learning and the Behaviour for Learning Policy.

This policy will be reviewed every two years.

5. Assessment

Assessment is used to promote learning, to identify students' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them. **Assessment refers to gauging what has been learned and what still needs to be learned** and shouldn't be confused with evaluating the programme.

Personal attributes and skills are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a student's resilience, empathy or risk management with any real meaningfulness or confidence. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before. While it might not be written down and handed in for marking, such personal reflection in PSHE is essential. Assessment in PSHE works best with a combination of teacher, peer and self-assessment.

The student's own starting point is the benchmark against which progress is measured, not the performance of others or the requirements of an exam syllabus. Assessment is built into the lessons in Personal Development and is a fundamental tool in the teacher's toolkit.

7. Baseline assessment (Prepare for Learning)
8. Assessment **for** Learning (gauge understanding and adapt teaching)
9. Assessment **of** Learning (at the end of a 'piece of learning' – what do I know now that I didn't know before?)

Assessment activities might include: questioning, discussion, brain-storming, role-play, storyboarding, quizzes, continuum, card sorts, diamond nine and questionnaires.

6. Delivery of RSE at Deptford Green

In addition to the Science curriculum, we teach RSE through our planned Personal Development programme from Year 7-11. The Personal Development programme is supported by outside agency specialists. We work very closely with the Waldron Health Centre. In Year 9, all students will have a workshop on contraception and STI's with the Sexual Health nurses from Lewisham NHS.

One of the key intentions in our delivery of RSE is to provide a safe environment where students feel able to participate in the lesson. In Personal Development lessons the setting up of the ground rules, reminding students of confidentiality issues and the use of warm-up games helps to provide this environment. We encourage the use of drama, art and creative activities, using techniques to encourage exploration of attitudes and case studies to develop empathy.

Teachers are aware of sensitive issues that may arise out of teaching and learning about RSE. The PSHE Lead will ensure that teachers delivering the programme have received the necessary training, support and guidance. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult

Where a member of staff is concerned that a safeguarding issue is arising it is their responsibility to follow the school's policy in this matter.

7. Monitoring and evaluating RSE

The monitoring of RSE is led by the PSHE Lead in liaison with the senior leader responsible for Personal Development. PSHE is included in Enquiry Walks and Temperature Checks as part of the school's ongoing monitoring cycle. Monitoring will:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for Personal Development
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme
- Capture student voice and feedback

8. Meeting student need

Students are made aware of this policy via the Personal Development programme understanding that students' needs best determine effective RSE, evaluation is carried out in the following ways:

- Student evaluations and focus groups
- Feedback from Heads of Year and Teaching Staff
- Feedback from external agencies

Outside agencies and other professionals play an important and complementary role in the effective teaching and learning of RSE. Personal Development lessons will be included in any whole school quality assurance systems and procedures including enquiry walks.

9. 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, supported, and are able to engage with the key messages

We will also give careful consideration to the level of differentiation needed

10. 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

11. Visitors contributing to RSE

It is important that young people have access to health professionals and other local experts on issues relating to RSE. The school has built successful partnerships with a number of agencies and professionals. We work closely together to plan and evaluate modules of work on issues relating to RSE.

All health professionals and visitors are asked to conform to the following:

- visitors contributing to RSE do so at the invitation of the school and will be qualified to make an appropriate contribution
- visitors must agree with the aims of the school in delivering its policy on RSE
- when in class visitors are supervised by a teacher, who will be always present
- visitors follow the school's Safeguarding procedures if a disclosure occurs
- visitors know and understand where their contribution fits into the school's programme for Personal Development.

In addition, we will Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

12. Roles and Responsibilities

The governing board

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

The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL - Ms Stanghon)

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 Ms Pritchard or Mr Paish

13. Health services for young people provided by the school

The School uses the services of Place to Be to support students in having positive mental health and mental health awareness. Students can be referred to this service via a Head of Year or Pastoral Leader and through Inclusion Panels.

This service is advertised throughout the school and parents may also contact the service by appointment. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals can:

- give one-to-one advice or information to a student on a health-related matter including contraception
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment

The school actively promotes outside and online services to support young people including the NSPCC, Childline, METRO and sexual health clinics in Lewisham.

14. Confidentiality

No member of staff or health professional can offer complete confidentiality to any student due to safeguarding procedures.

Confidentiality is about information entrusted from one person to another. This information should not be used for another purpose without permission and will only be divulged with the consent of the child/young person. Since the need to protect the child/young person governs the degree of confidentiality, and may override it, it is not possible to promise absolute confidentiality.

Within Personal Development lessons, ground rules are established at the beginning of each new piece of work. Students are reminded that the classroom is not an appropriate place to discuss information of a personal or confidential nature. Students are encouraged to use strategies such as an anonymous question box for seeking answers to personal questions.

Health professionals adhere to their own code of conduct regarding confidentiality. When working in a classroom situation they are bound by relevant school policies. Outside of this, a health professional can give one to one advice or information.

15. Parental Information and the right to withdrawal from RSE

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 it would be good practice for the school to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will also include discussing with parents 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.

Once those discussions have 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.

This process is the same for students with SEND. However, there may be exceptional circumstances where the headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

We believe that all young people are entitled to a planned RSE programme. However, parents and carers have a right to withdraw their child from some aspects of the RSE programme, except for those parts included in the National Curriculum. Parents/carers wanting to withdraw their child from RSE must write a letter to the Head teacher. When the Head teacher receives a letter they, or a delegated colleague, will invite parents/carers in for a meeting to discuss the matter and outline the content of the curriculum.

If the parent/carer still wants to withdraw their child after such a meeting, unless there are exceptional circumstances, the parent's request should be granted until 3 terms before the student turns 16. For example, if the student's 16th birthday is in February of Year 11, that point would be February in Year 10. At that point, if the child wishes to be taught RSE, the Head teacher should ensure they receive it in one of those three terms.

All discussions with parents/carers will maintain a respectful and considered tone and parents will not be pressurised to unduly change their mind or be made to feel guilty for making the request. If a parent declines an invitation to a discussion, their request for withdrawal must still be processed in the normal way.

Once a withdrawal is agreed the school must implement it until the parent notifies the school otherwise, or until circumstances change to become exceptional, or until the student, having reached 3 terms before they turn 16, asks to receive RSE. It would be good practice to contact parents who withdraw their child annually to remind them that the withdrawal is still in place and confirm that they want it to continue. A nil response to such a request means that the original withdrawal should still be

implemented.

The DFE offers no definitive list of 'exceptional circumstances', but may include cases where the school has information which suggests a student is at risk of exploitation externally to the school.

Parents should be able to see what their children are being taught in RSE lessons. The school has shared teaching materials with parents. On our website we have published a curriculum overview of PSHE - [Website Overview of Personal Development](#). Parents are able to view these materials on request, but they should not be downloadable.

A parent can share these materials with anyone who needs to see the materials, for example the other parents or carers. Or to use as evidence if they wish to make a complaint about the materials. However, a parent should not publish materials online or use them commercially in any way. Doing so would make the parents liable for breach of copyright.

16. What happens if a child/ young woman is pregnant or requires emergency contraception?

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having or contemplating having sex. We need to consider the best interests of the student at all times. The law allows health professionals to see and, in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion on how to talk with parents/carers. All students are informed of the exceptional circumstances where confidentiality may be breached. (The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

When a member of staff receives information and believes there may be safeguarding issues to be addressed, they may discuss the case with the Safeguarding Officer. They need to make it clear to the young person that they cannot guarantee confidentiality. The member of staff should ensure that if confidentiality has to be broken the young person will be informed first.

In the case of a young woman becoming pregnant whilst attending school, an unusual occurrence at Deptford Green, she will be encouraged to continue with full time education. A maternity risk assessment will be carried out by a member of the Senior Leadership Team, the Head of Year, any relevant health care professional, parent/carer and the young woman together. This will address the following:

- Handling heavy loads e.g. school bag / books
- Extremes of cold or heat e.g. warm extra clothing in cold weather
- Movement and posture around school e.g. use of stairs, corridors, P.E lessons, toilet access, rest/ quiet area access
- Biological agents existing e.g. rubella
- Violence/bullying from other students/school community

17. Sexuality

Young people, whatever their developing sexuality, need to feel that RSE is relevant to them and sensitive to their needs. In discussing relationships and sex we make it clear that all types of loving relationships are valid. Homophobic bullying and the emotional harm and distress caused by bullying relating to sexuality is specifically addressed within the Personal Development curriculum as well as in the ethos of the school through the school's Equal Opportunities policy.

There is a school incident book for any incidences of physical or verbal abuse or bullying. Staff are encouraged to always record incidents and challenge inappropriate behaviour.

Appendix

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • 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 • 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 • 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

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Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • 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 • About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • 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