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RELATIONSHIPS, SEX AND HEALTH EDUCATION (KSMAT/STAT/002)

Committee Responsible:	Directors and Personnel Committee
Lead Officer:	Executive Principal
Date of Review:	June 2026
Date to be Reviewed:	June 2028
Signed: Date:	

RELATIONSHIPS, SEX AND HEALTH EDUCATION

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	October 2011
2	Policy Review	November 2014
3	Policy Review	June 2017
4	Policy Review	June 2019
5	Policy review to include RSE statutory guidance	October 2021
6	Policy Review	March 2024
7	Policy Review to include DfE guidance for Sept 2026 Additional appendix – curriculum content	July 2026

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Date:	July 2026	Status:	FGB Approved

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

1.0 WHAT IS RELATIONSHIP AND SEX EDUCATION (RSE)

1.1 Relationships and Sex Education (RSE) is part of the PSHE Programme and, as of September 2020, compulsory in all state funded secondary schools. At Keswick School we teach RSE as set out in this policy. This forms an integral part of the Personal, Social, Health and Economic Education (PSHE) curriculum and has been developed in line with the required content and in consultation with the governors and the parents/carers of our students.

1.2 This policy has been informed by:

- Department for Education PSHE Guidance
- Department for Education RSE Guidance
- The PSHE Association
- The Equality Act 2010

1.3 It has been developed in consultation with the governors and the parents/carers of our students. The parent/carer consultation invited comments on the topics being taught in different year groups, and the appropriateness of them for the age of students. This will be repeated on a regular basis to develop the planning and delivery of the curriculum.

1.2 Relationships Education:

1.2.1 Learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It is about the understanding of the importance of stable and loving relationships, respect and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

1.3 Sex Education

1.3.1 Learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. Lessons on sexual activity or intercourse will not be taught before Year 9, this excludes statutory aspects of the Science National Curriculum.

1.3.2 We must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#).

1.3.3 In teaching RSE, we are required to have regard to the [statutory guidance](#) issued by the DfE as outlined in section 403 of the [Education Act 1996](#).

1.3.4 Schools are required to comply with relevant requirements of the [Equality Act 2010](#).

1.3.5 Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning.

2.0 PRINCIPLES AND VALUES

2.1 To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone

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faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

2.2 Keswick School believes that RSE should:

- Be an integral part of the lifelong learning, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up, we aim to work in partnership with parents and students.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Follow the requirements of schools in law e.g. the Equality Act 2010 and teach students about protected characteristics in an age appropriate way.

2.3 RSE in Keswick School has three main elements:

2.3.1 Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

2.3.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter);
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

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2.3.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships ;
- Learning about contraception and the range of local and national sexual health advice;
- Contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Understand the arguments for delaying sexual activity;
- The avoidance of unplanned pregnancy.

3.0 AIMS

3.1 The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

4.0 ORGANISATION AND CONTENT OF RELATIONSHIP AND SEX EDUCATION

4.1 Keswick School specifically delivers RSE through its Personal Development programme, RPE and science lessons at KS3, and KS4. Further information about the Personal Development programme including RSE can be viewed through this link.

<https://www.keswick.cumbria.sch.uk/curriculum/personal-development>

4.2 The Personal Development curriculum is delivered with support from professionals where appropriate. This is particularly the case in KS5. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships. The science curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is also covered. There are also overlaps with the RPE, PE and computing curriculum. Schemes of work include links where relevant e.g. RPE and marriage, computing when learning about online safety, PE when related to the body and health more widely.

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- 4.3 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lessons. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- 4.4 The PD team are responsive to changing national and local issues through links with the pastoral team and may adapt the curriculum where necessary to ensure issues are addressed in a timely fashion.
- 4.5 Staff receive training including from the subscription service that Keswick School uses. This is Chameleon PDE which offers events and training in Personal Development topics throughout the year. Staff also have access to Pol-Ed resources which are provided by the police.

5.0 SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

- 5.1 Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- 5.2 Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships.
- 5.3 It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other.
- 5.4 An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.
- 5.5 This aspect will be covered explicitly through assemblies and awareness raising sessions as well as through specific taught aspects of the Personal Development curriculum.

6.0 INCLUSION

6.1 Ethnic and Cultural Groups

- 6.1.1 We intend to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. Where this concerns a boarding student, this will also be done in conjunction with the Head of Lairthwaite Boarding House (LBH)

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6.2 Students with Special Needs

6.2.1 Our curriculum is inclusive and our RSE and Health Education is accessible for all students. We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

6.3 Sexual Identity and Sexual Orientation

6.3.1 LGBT+ relationships and sexual health education are part of the elements taught in the new compulsory relationships and sex education (RSE) in schools in England from 2020. This is delivered in a timely manner which is age appropriate.

6.3.2 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

7.0 CONSULTATION WITH PARENTS, STAFF AND STUDENTS

7.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in: teaching their children about relationships and sex; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; preparing them for the challenges and responsibilities that sexual maturity brings. We will consult with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes.

7.2 We will also consult with students and staff via the following means:

- Discussion at School Council meetings
- Informal discussions at the LGBTQ+ get togethers
- Staff feedback in Personal Development team meetings
- Feedback from the pastoral team

8.0 RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION

8.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not where it is part of the statutory science curriculum). Before granting any request the Headteacher will discuss this 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. We will document this process to ensure a record is kept (see appendix 1)

8.2 Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before they turn 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, we will make arrangements to provide them with sex education during one of those terms.

8.3 If a pupil is excused from sex education, we will ensure that they receive appropriate education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

8.4 Parents are welcome to review any RSE resources that we use.

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9.0 CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

- 9.1 Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.
- 9.2 In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead (DSL) under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- 9.3 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first, see Safeguarding Policy, ref. KS/PP&PW/040.
- 9.4 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10.0 MONITORING AND EVALUATION OF SEX AND RELATIONSHIPS EDUCATION

- 10.1 It is the responsibility of the Head of Personal Development to oversee and organise the monitoring and evaluation of Personal Development education and RSE within this, in the context of the overall school procedure for monitoring the quality of teaching and learning. This includes work scrutiny, learning walks and student voice, particularly at end of unit evaluations.
- 10.2 The Curriculum, Pastoral Welfare and Boarding Committee is responsible for overseeing, reviewing and organising the revision of the RSE Policy
- 10.3 Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSE policy, and staff development, training and delivery in support of this.

11.0 RELATIONSHIPS AND SEX EDUCATION IN LAIRTHWAITE BOARDING HOUSE

- 11.1 At a boarding school the staff are not only acting in loco parentis during the day, but also during evening and weekend hours as well. This means they have a very significant part to play in educating the children in their care,
- 11.2 This policy applies to boarding students as well as day students. In addition to those elements listed above, the following also apply to students who board at Keswick School:
- The Head of Personal Development will share curriculum maps with the Head of Lairthwaite Boarding House (LBH)
 - The Head of LBH delivers single sex 'Wellbeing' workshops, including on friendships and boundaries and sexual health with boarding students and keeps the Head of PD informed as

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to the timing and content of such sessions. There are ample opportunities for students to ask questions

- The Head of LBH will be invited to termly Personal Development meetings
- Parents of boarding students will be consulted on the RSE policy via an online survey
- The Head of PD will share relevant staff training, including online training, with the boarding staff.
- The Head of PD visits LBH to work with the boarding students e.g. yoga workshops and is available for boarding students to talk to regarding RSE
- The Designated Safeguarding Lead (DSL) for boarding is also the school DSL and the line manager for PD and a conduit for ensuring the RSE curriculum is responsive to the needs of both boarding and day students and staff.
- Reach software is used to ensure effective communication and record keeping between boarding staff with regards to all students' pastoral needs.
- Boarding house staff ensure that details of the local sexual health services are displayed on the wellbeing board in the boarding house.
- The Head of LBH will be involved in the regular evaluation of the RSE policy

11.3 As boarders are in school for longer periods than day pupils, and as they have more contact with one another during the week, there is an additional risk of a sexual relationship developing between them. Boarders of the opposite sex are not permitted to visit dorms/bedrooms. Boarders are reminded of the rules regarding sexual relationships regularly; it is clear in the boarding handbook that any such relationship taking place on school premises would be a serious breach of the rules that may lead to an exclusion from the boarding house. House Parents will talk to students and may inform parents where they have concerns about a relationship.

12.0 RELATED SCHOOL POLICIES *(to be read and followed alongside this document)*

- Safeguarding and Child Protection Policy and procedures (KSMAT/STAT/040)
- Whole School Behaviour Policy including procedures for preventing and dealing with all types of bullying and discrimination, unacceptable behaviour, drug misuse etc. (KSMAT/STAT/044)
- Single Equality Scheme/Equality Objectives (KSMAT/STAT/007)
- SEND Policy/Information report (KSMAT/STAT/017)
- Social, Moral, Spiritual and Cultural (KS/CUR/059)

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RSE – by the end of secondary school students should know:**(Relationships Education, Relationships and Sex Education and Health Education Guidance)**

Topic	Students should know
Families	1. That there are different types of committed stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. 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. 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	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.

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	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online Safety and Awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble

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	for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being Safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

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	4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.

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	3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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Parental Request: Right to Withdraw from RSE

Section A: to be completed by parents

Student Full Name:	
Student Form Group:	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Please read the following statement and sign and date below. This should be returned to Mr Jackson (Headteacher). <i>I hereby request my son/daughter to be withdrawn from the above curriculum area. I understand that by withdrawing from this aspect of the curriculum, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.</i>	
Parent/Carer Full Name:	
Signature:	
Date:	

Section B: To be completed by the School

Agreed actions following discussion with parents:	
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