



Davenant Foundation School

Relationship and Sex Education (RSE) Policy

Last Reviewed: September 2023

Next Review: September 2025

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAILS

Policy Name	Relationship and Sex Education (RSE)	Committee Responsible	Curriculum
Status		Committee Person i/c	DHL
Produced by	KJD	First Agreed	June 2019
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Secretary of State Foreword

Today's 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, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Statement of intent

At Davenant Foundation School we follow government statutory guidance, whilst putting it within our faith context. We understand the importance of educating pupils about relationships, sex, and their health, for them to make responsible and well-informed decisions in their lives based upon Davenant's Christian and Jewish vision and values.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

How we implement

- Take a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike;
- Include lessons which are interactive, participative and engaging; pupils' views are sought and our learners are involved in the development of curriculum programmes;
- The lessons have clear objectives and are taught by teachers and professionals who are trained and comfortable in their role;
- Lessons are inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity;
- The curriculum takes a developmental approach; relevant to pupils' depending on their age and maturity;
- The curriculum is responsive to changes and development within the local community.

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1. Davenant Foundation School Framework and Definition

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-esteem. Students are given the opportunity to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and difficult situations, which, everyone will face in their lives. RSE can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

RSE at Davenant sits within our PSHE curriculum and is an important part of the student's preparation for adult life and in nurturing the students in mind, body and spirit. It contributes to student's lifelong learning about physical, moral and emotional development. We value the understanding of the place of marriage in family life, stable and loving relationships, respect, love and care. We also recognise the importance of teaching about sex, sexual relationships and sexual health, both with regard to the mechanics, the emotions and the spiritual changes that these bring.

For the purpose of this policy, 'Relationships and Sex Education' is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

2. Statutory requirements

Under 'Policy statement: Relationships Education, Relationships and Sex Education (RSE) and Health Education' the Department for Education has issued statutory RSE requirements under Section 80A of the Education Act 2002 as of September 2020.

RSE must be taught in all maintained schools, academies and independent schools.

In line with this guidance, our schemes of work are planned around the document indicating what students should know by the end of secondary school.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

This policy operates in conjunction with the following school policies:

- Behaviour Management Policy
- SEND Policy
- Online safety Policy
- Equality Policy

- Anti-Bullying Policy
- Child Protection Policy
- Supporting pupils with medical conditions Policy
- Religious Education Policy
- Visitors Policy
- Teaching & Learning Policy
- PSHE Policy

3. Aims

The key aims of RSE at Davenant ensure that students learn about:

- Different types of relationships, including friendships, family relationships and intimate relationships.
- How to recognise, understand and build healthy relationships, including, self-respect, respect for others, commitment, tolerance, boundaries and consent.
- How to manage conflict and recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental and emotional health.
- Healthy relationships and safety online
- Factual, accurate information regarding sex, sexual health and sexuality in order that they can make informed choices.
- RSE within the context of Christian values

The above aims are delivered in line with the ethos of our school, with our high standards and expectations in mind and in the context of our core whole school values, Compassion, Determination, Open-Mindedness, Respectfulness and Inclusiveness.

4. Delivery and impact of RSE

RSE is taught within the schools personal, social, health and economic (PSHE) education curriculum in the main. Biological aspects will be taught through the National Curriculum in Science topics such as ‘The mechanics of human reproduction and hormones’. Due to the Christian ethos of our school, some RSE topics are also delivered through the Religious Education Department at Key Stage 3, GCSE and at A Level. ICT and our pastoral programmes also offer elements of the programme. External agencies will be used where appropriate and after a vetting process has taken place to ensure they are within Davenant’s Christian and Jewish nature.

At Davenant we will consider the context and views of the wider community when developing the curriculum to ensure it is reflective of local issues. As such, the RSE curriculum is informed by topical issues in the school and the community to ensure it is tailored to student needs. It needs to be sensitive and have the ability to adapt quickly.

The impact of RSE is evaluated through the line management of PSHE.

5. Curriculum links

Davenant seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning and establish a cohesive approach.

RSE and health education will be delivered across the following subjects in the main:

Religious Education – students learn about different families, stereotyping and identity

Pastoral Programmes – students pastoral programmes that they work through during tutor time are fully inter-twined with the themes and values from PSHE and RSE.

Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

6. Equality and Inclusion

All of the RSE provided by the school is differentiated and appropriate for all students. It takes in to account students with Special Educational Needs as well as Looked After Children.

Students with additional needs and/or learning difficulties will not be excluded from RSE and appropriate materials, support and teaching strategies will be employed to enable them to benefit fully from the programme including individualised approaches led by the SEN department where necessary.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy and maternity
- Marriage or civil partnership
- Sexual orientation

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, we will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law and Christian faith.

We will take steps to foster healthy and respectful peer-to-peer communication and behaviour between students, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Staff will be actively aware of wider issues such as harassment, peer-to-peer behaviour, sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture and curriculum within which these are not tolerated. The school deals severely with any occurrences of inequality.

7. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school. The ex-officio Governor Rector of St John's Loughton monitors the curriculum development and reports regularly to the whole Governing Body.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reviewing this policy on a two year basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSE and health education subject leader (Head of PSHE) is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy is linked to the Davenant Ethos and Values.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader (Head of PSHE) about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education through DFS Prep 4 Life journal.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader (Head of PSHE) or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities with the support of the Head of PHSE.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

8. Working with parents

At Davenant we understand that parents' role in the development of their children's understanding about relationships and health is vital and we work closely with parents when planning and delivering the content of the schools RSE and health education curriculum.

We provide information on the School website for parents on:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

We do understand that the teaching of some aspects of the curriculum may be of concern to parents, we are always open to questions about our approach and happy to provide further information if requested. If parents have any concerns regarding RSE and health education they may submit these via email or phone call to reception@davenant.org

We will update parents on changes to the curriculum content via letters and emails and the curriculum will be planned in conjunction with parents' views.

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16). They do not have the right to withdraw their child from the relationships or health elements of the programme. Any such request must be made in writing to the Head Teacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision

9. Working with external agencies

The school makes full use of external agencies and health professionals who can enhance our delivery of RSE and health education, and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy and the ethos of our school. This may include members of churches and Christian organisations associate with the school.

The school will check the visitor/visiting organisation's credentials of all external agencies and ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy. We will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils. When appropriate, we will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs and our school ethos.

The school and the visitor will agree on how confidentiality will work in any lesson and we will make sure the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

We will only use visitors to enhance, not to replace teachers

10. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an essential component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Child Protection Policy.

Teachers will understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, and that if a disclosure is made, the DSL will be alerted immediately. Students are made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

All staff must make it clear to students that they cannot offer or guarantee complete confidentiality of information, they should:

- Assure students that at all times their best interests will be maintained
- Encourage students to talk to their parents and give them support to do so (if necessary through setting up an in school meeting)
- Re-assure students that if confidentiality has to be broken, they will be informed first, and then supported as appropriate

- Follow the schools Child Protection Policy in any case of suspected child abuse, or disclosure
- Set clear ground rules at the start of every lesson
- Ensure students are informed of a variety of sources of confidential help and support

Clear ground rules should be set at the start of any RSE or health lesson, emphasising that no one, including staff should be asked to divulge personal information. Teachers will make clear what is, and is not appropriate to discuss and ask of each other.

Should, exceptionally, a teacher learn that a student under the legal age of consent is having, or considering having sexual intercourse, they should refer to the Child Protection Policy which sets out the correct procedure to follow. Health professionals in the classroom are bound by the school's confidentiality policy, but in one-to-one counselling by their own professional codes of conduct takes precedence.

11. Monitoring and evaluation

Monitoring quality

The Head of PSHE is responsible for monitoring the quality of teaching and learning for the subject.

The Head of PSHE will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning Walks
- Work scrutiny
- Lesson planning scrutiny

The Head of PSHE will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The Head of PSHE will work regularly and consistently with the headteacher and RSE link governor, e.g. through yearly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and review:

This policy will be reviewed by the Governors, in conjunction with the Head of PSHE, every two years.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Head of PSHE as soon as possible, but will then be examined at the next review, unless of a sensitive nature.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

The next scheduled review date for this policy is September 2025.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships. <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
Respectful relationships, including friendships	<p>Pupils should know</p> <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>

	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
<p>Online and media</p>	<p>Pupils should know</p> <p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <ul style="list-style-type: none"> • the impact of viewing harmful content. <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>how information and data is generated, collected, shared and used online.</p>
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <p>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>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.</p> <p>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>the facts about the full range of contraceptive choices, efficacy and options available.</p> <ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. <p>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
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The Law

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

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)

- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)