THE HOWARD PARTNERSHIP TRUST
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy is in keeping with THPT’s aims, Teaching and Learning Policy, policy on educational inclusion and the Single Equality Scheme. Trustees and staff of THPT will ensure that all students have access to relationships and sex education that enables them to make responsible and well-informed decisions. The relationship and sex education will be specifically tailored to the different education phases. RSE aims to respond to the diversity of children and young people’s cultures, faiths and family background.

Date created: March 2018  
Responsible body: The Howard Partnership Trust

Created/implemented: March 2018  
Executive Contact: CEO

Review period: Annual  
Trust Committee: Standards & Performance

Last re-written: March 2018  
Next due for review: March 2019

The overall purpose of Relationship and Sex Education (RSE) within The Howard Partnership Trust (THPT) schools is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

As a trust of schools, we define RSE as ‘learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social health and economic education (PSHE). A comprehensive programme of RSE provides accurate information and the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off-line.\(^\text{1}\)

Context

This policy complies with the statutory guidance, ‘Sex and Relationship Education’ (2000) and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- SRE for the 21st Century (2014)

\(^{1}\) Relationship and Sex Guidance (Brook, SEF, PSHE Association, 2014)
Aims and Objectives

Aims

Within THPT, all children and young people, regardless of their culture, faith or family background, are provided with inclusive teaching which will enable them to develop attitudes and values, personal and social skills and knowledge and understanding within RSE.

- **Attitudes and values** include the empowering values of honesty, equality inclusion, trust, love, care, compassion and respect for self and others. These values reflect our duty to promote British values as part of SMSC (spiritual, moral, social and cultural) within the schools.

  Children and young people will be provided with opportunities to reflect upon values and consider individual conscience and moral considerations, learn the importance of positive values within family life (including stable and loving relationships and marriage), explore moral dilemmas and develop critical thinking which supports ‘healthy’ decision making.

- **Personal and social skills** help children and young people to understand and manage their emotions and relationships appropriately and sensitively. They assist with informed decision-making, the development of empathy, communication skills, risk management, self-esteem and resilience thus positively impacting upon their ability to resolve disputes/conflict, maintain positive relationships, understand difference and recognise and avoid exploitation, bias and abuse (see appendix 2 for further guidance on consent).

- **Knowledge and understanding** in relation to RSE includes learning and understanding physical and emotional development at appropriate stages. It provides children and young people with opportunities to consider human sexuality, gender, stereotyping, equality, reproduction, sexual health, emotions, the importance of positive relationships and the variety of relationships they have and will encounter.

  Within RSE, children and young people appropriately address contraception, choice, local and national health and support services, reasons and benefits of delaying sexual activity and avoidance of unplanned pregnancy. Particular topics will be covered in the different key stages:

  - Reception – hygiene, naming body parts, friendships, people who help us
  - Key Stage 1 – different types of families, relationships (friendships), germs and hygiene, healthy choices, keeping safe, growth and change, naming body parts, changes, basic gender stereotypes, life cycles;
  - Key Stage 2 – friendships, relationships, good qualities in others, germs and hygiene, personal hygiene, naming body parts and organs in the body, life

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2 Sex and Relationships Education (DfES, 2000)
3 DfE 2014
4 RSE Guidance (Surrey, 2016)
cycles, healthy choices, keeping safe. From Year 4 upwards, changes that occur in puberty, menstruation, differences between boys and girls, reproduction;
   o Key Stage 3 - puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, helping agencies, sex and the law, life stages;
   o Key Stage 4 - Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, different faiths and cultures.

The RSE curriculum is an essential vehicle in supporting our statutory duty to:

   • Safeguard and promote the welfare of all children and young people
   • Advance the Equality Act (2010)
   • Encourage the spiritual, moral, social and cultural development of children and young people
   • Foster British values
   • Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Organisation

a) Relationship and Sex Education is co-ordinated by the PSHE and Science leads in the primary phases and the PSHE or Citizenship coordinator, Head of Religious Studies and the Head of Science in the secondary phase, who are responsible for the overall planning, implementation and review of the programme.

b) Delivery is through
   • Planned aspects within the Science and PSHE curriculum in the primary phase and the Science, PSHE/Citizenship and Religious Studies curriculum in the secondary phase.
   • Addressing moral and ethical issues which may arise from apparently unrelated topics in all subjects. Within this category, if a discussion takes place within the context of the subject, it will not be deemed to be part of the relationship and sex education programme and therefore not subject to the parental right of withdrawal.

c) Teaching approaches
   • Various approaches are used to give children and young people relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the schemes of work.
   • When teaching RSE, it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through training within school.

d) Student groupings
   • Children and young people are taught in mixed ability groups. When there is a specific need (for example, members of faith groups), arrangements are made to teach children and young people in appropriate alternative groupings.
e) Resources

- Teachers are able to select from a wide range of age and culturally appropriate materials. These resources may be viewed by contacting the individual schools.

See appendix 1 for further information regarding suggested curriculum content at all key stages.

**SPECIFIC ISSUES**

The following issues may occur as part of RSE and there will be specific procedures that school staff will need to follow in these circumstances.

a) **Confidentiality and advice** – children and young people will be made aware that some information cannot be kept confidential and that if disclosures are made, certain actions will need to be taken. At the same time, children and young people will be offered sensitive and appropriate support. The following procedures will be adhered to by adults working within the school.

i. **Safeguarding and Child Protection Issues**

Following disclosure or suspicion of possible abuse, the school’s child protection procedures will be initiated (see Safeguarding and Child Protection Policy). The Designated Safeguarding Lead (DSL) or Deputy DSL must be informed as soon as possible.

ii. **Disclosure of pregnancy or advice about contraception within the secondary phase**

The following processes and procedures will ensure that children and young people will know who to talk to and they will be supported:

1. Professional information and guidance will always be sought from a health professional
2. The school will always encourage children and young people to talk with their parents first
3. Children and young people should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, the subsequent responsibility then lies with the parent(s). This situation is then monitored.
4. If the child or young person does not want to or is unable to tell their parent(s), the member of staff should refer them to a health professional.
5. The member of staff will report the incident to the DSL or DDSL who will consult with the health professional and may need to inform children’s services.

There are additional national agencies who are able to give help and advice on personal and confidential matters including:

- Childline
- NSPCC
- School nurse
- Other agencies providing information and support on such issues as teenage pregnancy, substance misuse, personal relationships, contraception and support for young offenders.

b) **Family life**
The value of family life is an important aspect, which will be approached largely though a consideration of the qualities and relationships between groups of people, with an emphasis on stability, respect, caring and support.

c) **Human sexual behaviour**

As part of the RSE programme in the secondary phase, issues of contraception, sexually transmitted diseases (including HIV/AIDS), sexuality and abortion are addressed. Facts are presented in an objective and balanced way.

d) **Complaints procedures**

Any complaints about the RSE curriculum should be made to the Headteacher and PSHE/Science lead in the primary phase and the PSHE/citizenship co-ordinator in the secondary phase.

e) **Parental partnership**

Under the Education Act 1993, parents have the right to withdraw their children from all, or part, of the RSE curriculum, except for those parts included within the National Curriculum. Parents wishing to exercise this right need to discuss this with the Headteacher in the first instance. Parents are welcome to review and RSE resources the individual schools use.

**How the RSE programme is monitored, evaluated and assessed**

We ensure that all students have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration students’ needs, maturity, age, ability and personal circumstances.

**Reviewing the RSE Policy**

In line with all school policies, the RSE policy will be reviewed on a yearly basis and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

If parents have comments, compliments or concerns that they would like to share, these should be addressed to the relevant senior leader in the first instance.
## APPENDIX 1

### Suggested Learning Outcomes Specific to Relationships and Sex Education – outcomes developed from Ofsted SRE report, ‘best practice’ and the PSHE education Framework for Secondary Schools (see [www.surreyhealthyschools.co.uk](http://www.surreyhealthyschools.co.uk))

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<th>By the end of</th>
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<th>most pupils should be able to:</th>
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<td>talk about what makes a family <em>(people and communities)</em></td>
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<td>understand who the people are in our lives who look after us <em>(people and communities)</em></td>
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<td>understand the things that make them unique <em>(people and communities / the world)</em></td>
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<td>recognise that all human beings share many similar characteristics <em>(people and communities)</em></td>
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<td>understand how to care for a human baby – its basic needs <em>(the world)</em></td>
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<td>understand what constitutes appropriate behaviour <em>(managing feelings and behaviour)</em></td>
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<td>demonstrate strategies for saying ‘no’, how and when to respond like this <em>(managing feelings and behaviour)</em></td>
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<td>learn how to respect others’ feelings <em>(managing feelings and behaviour / making relationships)</em></td>
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<td>name the external parts of the body using correct terminology <em>(health and self care)</em></td>
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<td>understand that the body changes with growth and development <em>(the world)</em></td>
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<td>learn about lifecycles of a seed, frog, butterfly <em>(the world)</em></td>
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<td>discuss pregnancy and young infant care <em>(people and communities)</em></td>
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<td>identify and compare the main external parts of the bodies of humans including agreed names for sexual parts <em>(PSHE and Science)</em></td>
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<td>recognise similarities and differences between themselves and others and treat others with sensitivity – both on and off line</td>
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<td>identify and share their feelings with others</td>
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<td>consider how their feelings and actions have an impact on other people</td>
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<td>recognise safe and unsafe situations – both on and off line</td>
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<td>understand that their body belongs to them and certain parts are private</td>
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<td>use simple rules for dealing with others when they feel unsure/unsafe and for resisting pressure when they feel uncomfortable or at risk.</td>
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<td>demonstrate how they may act in a situation where they feel unsafe</td>
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<td>identify and be able to talk with someone they trust</td>
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<td>identify a person, or people they may talk to if they feel unsafe or unsure</td>
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<td>understand that secrets should not always kept</td>
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<td>recognise bullying behaviours and know what to do in a variety of situations</td>
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<td>identify what makes a positive relationship</td>
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<td>consider that some people will share similar interests, and other people may have different interests/hobbies</td>
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<td>make a friend, talk with them and share feelings</td>
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<td>know and understand that animals, including humans, grow and reproduce <em>(PSHE and Science)</em></td>
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<td>know and understand that humans and animals can produce offspring and these grow into adults <em>(PSHE and Science)</em></td>
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• know and understand basic rules for keeping themselves safe and healthy
• understand that germs can spread
• know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues
• know and understand the needs of babies and young people
• discuss and explain some of the ways in which they are like and different from others that they have some control over their actions and bodies
• recognise that not all families are the same
• know and understand why families are special for caring and sharing.
• discuss why families are special
• consider the similarities and differences between people

By the end of **Key Stage 2** most pupils should be able to:

• express opinions, for example, about relationships and bullying
• listen to, and support others
• respect other people’s viewpoints and beliefs
• recognise their changing emotions with friends and family and be able to deal with and express their feelings positively
• identify adults they can trust and who they can ask for help in a variety of situations – both on and off line
• be self-confident in a wide range of new situations, such as seeking new friends, trying a new activity/sport/hobby
• form opinions that they can articulate to a variety of audiences
• recognise their own worth and identify positive things about themselves
• balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
• see things from other people’s viewpoints, for example their friends, parents and their carers
• discuss moral questions
• listen to, support their friends and positively manage friendship problems – empathising with others
• recognise and challenge stereotypes, for example in relation to gender/race/ability
• know and use the correct terms for internal and external parts of the body
• understand that some parts of their body are private and that their body belongs to them
• understand that they can make considered and informed decisions about the choices they make
• recognise the pressure of unwanted physical contact, and know ways of resisting it
• understand consent should be sought and given, not given - and can be withdrawn (consent in the widest form, borrowing pencils, clothes, toys etc)
• know and understand that the life processes common to humans and other animals include growth and reproduction (PSHE and Science)
• know and understand the main stages of the human life cycle (PSHE and Science)
• discuss pregnancy/baby growth
• consider choices and the prevention of pregnancy - contraception
• know and understand that safe routines can stop the spread of viruses and diseases, hand washing, vaccination, use of tissues
• know and understand about the physical changes that take place at puberty, why they happen and how to manage them
• know and understand the many relationships in which they are all
involved
- know and understand where individual families and groups can find help
- know and understand how the media impact on forming attitudes – including online
- know and understand about keeping themselves safe when involved with risky activities – both on and offline
- discuss the concept that their actions have consequences and be able to anticipate the results of them
- know and understand about different forms of bullying people and the feelings of both bullies and victims
- know and understand that bullying is unacceptable and explain reasons why
- know what to do if they find themselves in a range of situations where they feel unsafe
- know about, understand and accept a wide range of different family arrangements, for example second marriages, same sex couples, single parents, fostering, adoption, extended families and three or more generations living together
- consider the diversity of lifestyles
- consider others’ points of view, including their parents’ or carers’
- reflect upon when it is appropriate to take a risk and when to say no and seek help
- reflect upon the diversity of values and customs in the school and in the community
- understand the need for trust, love, honesty and compassion in positive relationships

By the end of **Key Stage 3** most students should be able to:


| recognise positive relationships and manage changing relationships | understand what constitutes exploitation, including sexual exploitation |
| consider a range of actions/behaviours which may be supportive in an exploitative situation (including seeking support) | recognise a range of emotions, and develop strategies which can help them cope with emotional changes |
| recognise risk of personal safety in behaviours – including sexual behaviour - and be able to make safe decisions, both on and offline | understand and consider some of the physical and emotional changes which can occur through puberty |
| know where and how to access a range of support and/or services – whether these be parental, school based, local or on-line | ask for help and support |
| recognise their strengths and positive attributes | explain the relationship between their self-esteem and how they see themselves |
| develop skills of assertiveness in order to resist peer pressure, media pressure and stereotyping | identify the complexity of moral, social and cultural issues and be able to form a view of their own |
| develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships | be aware of and tolerant of the diversity of personal, social and sexual preference in relationships |
| recognise that sexuality and gender are on a continuum and are not necessarily static |
• develop empathy with the core values of family life in all its variety of forms
• recognise the need for commitment, trust, honesty, compassion, consent, equality and love in meaningful, positive relationships which may manifest themselves in a variety of forms, including marriage
• recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
• know and understand that fertilisation in humans is the fusion of a male and a female cell (PSHE and Science)
• know and understand the physical and emotional changes that take place during adolescence (PSHE and Science)
• know and understand about the human reproductive system, including the menstrual cycle and fertilisation (PSHE and Science)
• consider that not all people, for a variety of reasons, are able to conceive naturally and that there are alternative methods which may aid conception
• consider the different types of contraception and discuss the importance of communication and negotiation in contraceptive use
• know and understand how the foetus develops in the uterus (PSHE and Science)
• know and understand how the growth and reproduction of bacteria and the replication of viruses can affect health (PSHE and Science)
• know about the possible effects of the HPV virus and understand that there is a vaccination which can protect against the virus
• know and understand how the media influence understanding and attitudes towards sexual health
• know and understand how good relationships can promote mental wellbeing
• know and understand about consent, including sexual consent
• know and understand the law relating to sexual behaviour of young people, including the age of consent – also in relation to sexting/‘sending nudes’
• know about the variety and sources of advice and support
• know and understand when and where to get help, such as at a genito-urinary medicine (GUM) clinic
• consider the benefits of sexual behaviour within a committed and trusting relationship
• recognise that how they see themselves affects their self-confidence and behaviour both on and offline
• understand the importance of respecting difference in relation to gender and sexuality
• reflect upon how it feels to be different and be discriminated against
• consider issues such as the costs and implications of early sexual activity
• understand the unacceptability of prejudice based bullying – homophobic, bi-phobic, trans-phobic, disablist, racist, sexist bullying – both on and offline
• consider what rights and responsibilities mean in a range of relationships

By the end of **Key Stage 4** most students should be able to:

• understand the importance of respecting difference in relation to gender and sexuality
• discuss both positive and ‘not positive’ qualities and values within relationships – both on and offline
• know and understand the unacceptability of emotional and/or physical
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<td>• understand the unacceptable of prejudice based bullying – homophobic, bi-phobic, trans-phobic, disablist, racist, sexist bullying, both on and offline</td>
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<td>• develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships</td>
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<td>• work co-operatively with a range of people who are different from themselves</td>
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<td>• know and understand how HIV and other sexually transmitted infections affect the body (possibly - PSHE and Science)</td>
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<td>• know and understand the link between eating disorders and self-image and sexual identity</td>
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<td>• know and understand the risks of early sexual activity and the link with the use of alcohol and other drugs</td>
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<td>• know and understand how the different forms of contraception work and where to get advice</td>
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<td>• consider and understand the role of statutory and voluntary organisations</td>
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<td>• know and understand the law in relation to sexual activity for young people and adults – including the laws regarding sexual content and sexting</td>
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<td>• know and understand how their own identity is influenced by both their personal values and those of their family and society</td>
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<td>• know and understand how to respond appropriately within a range of social relationships, both on and offline</td>
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<td>• be aware of how to access the statutory and voluntary agencies which support relationships in crisis</td>
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<td>• reflect upon and understand the qualities of good parenting and its value to family life</td>
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<td>• reflect upon and understand the benefits of marriage or a stable partnership in bringing up children</td>
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<td>• consider the way different forms of relationship including marriage depend for their success on maturity, commitment and supportive values</td>
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<td>• consider their developing sense of sexual identify and feel confident and comfortable with it</td>
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<td>• reflect upon how personal, family and social values influence behaviour</td>
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<td>• discuss and reflect upon the arguments around moral issues such as abortion; contraception and the age of consent</td>
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<td>• discuss and reflect upon the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both</td>
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<td>• consider and discuss the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others</td>
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<td>• know and understand the way in which hormonal control occurs, including the effects of the sex hormones (PSHE and Science)</td>
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<td>• explain some medical uses of hormones including the control and promotion of fertility (PSHE and Science)</td>
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<td>• discuss the defence mechanisms of the body (PSHE and Science)</td>
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<td>• know and understand how sex is determined in humans (PSHE and Science)</td>
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APPENDIX 2

HOW THE LAW DEFINES ‘CONSENT’\(^5\)

The sexual offences act 2003 states that a person has consented ‘if she or he agrees by choice, and has the freedom and capacity to make that choice’. There are three important parts to this. Firstly, there is the emphasis on choice – a deliberate, active decision; secondly, there is the question of capacity to consent: is the person old enough, are they capable of understanding what is happening, are they intoxicated by alcohol or affected by drugs, do they have a mental health problem or learning difficulties, and are they conscious? Finally the law asks whether a person makes their choice freely, that is to say without manipulation, exploitation or duress. This may include the use or threat of force, or may be more subtle, to do with whether the person seeking consent is in a position of power or authority, or is significantly older than the other person.

The CPS states that the law does not allow a person’s consent to sexual activity to have effect in the following situations:

- where the person giving consent did not understand what was happening and so could not give informed consent, for example in the case of a child or someone suffering from a severe mental disability;
- where the person giving consent was under the relevant age of consent

This reference to severe mental disability obviously has significant implications. These cannot be fully covered in this document; however, the Family Planning Association provide comprehensive advice and support in relation to sexual health services for people with learning disabilities and can provide more information if needed, see their website for further details.

In all cases, the law is clear that it is the responsibility of the person seeking consent who has the responsibility to ensure that the other person agrees by choice and has the freedom and capacity to make that choice. The CPS is clear that the seeker of consent must seek continuing consent, rather than treating it as a one off.

WHAT IS THE LEGAL AGE OF SEXUAL CONSENT?

Despite what young people may feel in a given situation, there are legal boundaries to their ability to give consent, so any voluntary agreement to sexual activity by someone under 16 cannot be defined as consent in law, according to the sexual offences act 2003 (i.e. any sexual activity involving one or more person who is under the age of sixteen is illegal).

However, in its sexual offences factsheet, the CPS states that “children of the same or similar age are highly unlikely to be prosecuted for engaging in sexual activity, where the activity is mutually agreed and there is no abuse or exploitation”. This applies unless it involves one or more person who is under 13 and then it is an absolute offence and the issue of mutual agreement is irrelevant.

It is important for pupils to understand that in cases where a person over the age of 16 has sex with someone under 16, it is the person over 16 who commits the offence, not the

\(^5\) Taken from the PSHE Association document ‘A summary of the law on sexual consent – February 2015’
younger person, assuming there is no other offence being committed by the younger person (i.e. in the case of a violent sexual attack on a 16-year-old by a 15-year-old, the 16-year-old would clearly be the victim).

ACCORDING TO THE LAW, WHEN HAS AN OFFENCE BEEN COMMITTED?
The Sexual Offences Act states that certain things must have happened to prove that an offence has taken place. Person A is seen to have committed an offence against Person B when:

1. Person A does the relevant act
2. Person A acts intentionally
3. Person B does not consent
4. Person A does not reasonably believe that Person B consented.

Deciding on ‘reasonable’ belief means taking into consideration factors such as whether Person A has the capacity to determine consent and what steps they have taken to assure themselves that Person B consents and continues to consent.

In relation to many other offences, there is no requirement to prove an absence of consent. Only the act itself and the age of the victim or other criteria need to be proved. They include:

- rape, assault by penetration or sexual assault of a child under 13
- inciting or causing a person to engage in sexual activity with a child under 13
- child sexual offences involving children under 16
- children under 18 having sexual relations with persons in a position of trust
- children under 18 involved with family members over 18
- persons with a mental disorder impeding choice, who are induced, threatened or deceived or who have sexual relations with care workers

SHARING SEXUALLY EXPlicit Images WITHOUT CONSENT
It is both a gross violation and a very serious offence to take or share sexual images of another, without their consent. Depending on the circumstances, sharing such images can be an offence under various different pieces of legislation including the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and the Protection of Children Act (1978). Sharing sexual images without consent is a form of sexual assault and if the victim is under 18, could also be classed as sharing images of child sexual abuse and lead to the perpetrator being subject to the notification requirements under Part 2 of the Sexual Offences Act 2003, commonly referred to as the Sex Offender Register.

Pupils should also learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it is a picture of themselves. These laws have been created to protect children and young people. It is therefore unlikely that the police would prosecute a young person for taking or sharing pictures of themselves, unless they were concerned that images were being used to harass or coerce, or shared with intent to harm. For further information, see advice from the Association of Chief Police Officers.