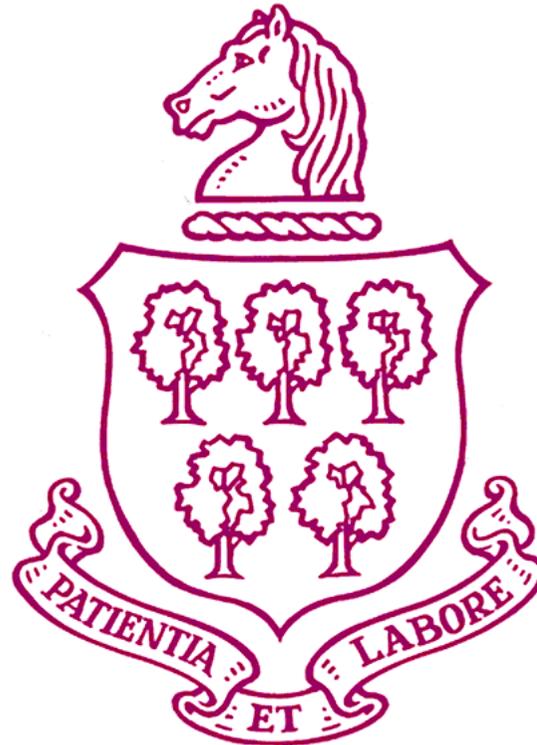


Relationships and Sex Education policy (from 2020)

Royal Wootton Bassett Academy



| | | | |
|----------------------------|---------------|--------------|---------------|
| Approved by: | [Name] | Date: | [Date] |
| Last reviewed on: | [Date] | | |
| Next review due by: | [Date] | | |

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to discuss or describe identity, themselves and their bodies.
- provide clear progression from what is taught in primary in Relationships and Sex Education.

As a [UNICEF Rights Respecting School](#) we aim provide students with their Right to an education that develops their potential and respects their identity and well-being (Articles 28, 29, 24, 6 and 8). This aim is also in line with our school value of ensuring the pursuit of learning for the academic, spiritual, social, moral, cultural, physical and personal development of pupils.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At RWBA we teach RSE as set out in this policy.

This policy was developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Equality Act 2010: advice for schools](#)
- [Alternative provision](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made; the policy was shared with governors and ratified.

4. Definition

The term Relationships and Sex Education (RSE) is used in this policy rather than sex education.

The purpose of this is to promote the importance of teaching about positive relationships and personal well-being, along with the biological aspects within this topic. **RSE** is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. **RSE** also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

According to DfE guidance, RSE is:

- ‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect and love and care. It is also about the teaching of sex, sexuality and sexual health.’
- The guidance highlights the importance of effective relationships and sex education “if young people are to make responsible and well informed decisions about their lives.”
- “Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.”
- “Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.”

DfE ‘Sex and Relationship Guidance’, 2000.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is included in our Skills for Life programme (previously Personal Development). This involves several strands:

- Collapsed timetable days, during which students will engage with key elements of the RSE curriculum either from teachers in school or from external agencies and specialists.
- We also utilise workshops from external agencies that may take place when available throughout the year.
- Finally, we offer sessions during ilearn that covers elements of PSHE and RSE.
- Biological aspects of RSE are taught within the science curriculum, the Skills for Life collapsed timetable days, and other aspects are included in the ethics and Philosophy curriculum (such as contraception and puberty).
- Further aspects of RSE and Health education are taught within Physical Education, ICT and the English curriculum.

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

Pupils with special educational needs and disabilities (SEND) Relationships Education

At RWBA we are committed to inclusion and attainment for all and therefore, RSE and PSHE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. RWBA will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with

Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way during Skills for Life days, our tutorial programme and science lessons.
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND

- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RWBA is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. When we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency.

The Head of Skills for Life and a Deputy Head at RWBA lead on the delivery of PSHE and RSE. This role involves working closely with our pastoral teams, teaching staff, student voice, and the wider community.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents/carer have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. It is important to note that there is no right to withdraw from Relationships Education or Health Education.

If a parent/carer requests that their child be removed from relationships and sex education, we will encourage a discussion with head teacher to discuss the request and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the PSHE and RSE curriculum. We will ensure that parents/carers are aware of the benefits of receiving a comprehensive and consistent PSHE and RSE curriculum. Detail of the content of the delivery is referenced in Appendix 1 and 2.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of Ethics and Philosophy, and Skills for Life through:

- Planning and implementing resources for Skills for Life days and the iLearn programme.
- Assessing progress using the Skills for Life auditing tool
- Provide opportunities for students to apply for Skills for Life awards and train tutors on how to apply this.
- Quality assurance using learning walks alongside LT
- Providing opportunities for School Parliament to feedback on the PSHE and RSE curriculum.
- Collecting and analysing feedback from staff and pupils.

Pupils' development in RSE is monitored by RWBA staff in the role of both class teacher and tutor as part of our internal assessment systems.

This policy will be reviewed by both our Deputy Head with responsibilities for this area and by our Head of Skills for Life. At every review, the policy will be approved by the governing body.

11. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- SMSC Policy
- Positive Behaviour policy

- Equality Information

12. Safeguarding

RWBA recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role the school has in preventative education.

We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Further information and advice

For further information please find the FAQs from the Department for Education here - <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Below is our curriculum map at RWBA for RSE. It is important to stress that at all levels of delivery we emphasise the role of **active consent and** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|------------|---|---|
| Year 7 | <p>The key inquiry questions that we look at are:</p> <ol style="list-style-type: none"> 1. What does a positive relationship look like and how is it maintained? 2. How to spot the signs of a negative relationship? 3. What are the different types of relationships that people have? 4. How can we keep ourselves safe and well? <p>In year 7 the following topics are covered during our timetabled Ethics and Philosophy lessons and our collapsed timetable days:</p> <ul style="list-style-type: none"> • about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • the difference between biological sex, gender identity and sexual orientation • to clarify and develop personal values in friendships and relationships • the importance of trust in relationships and the behaviours that can undermine or build trust • how to safely and responsibly form, maintain and manage positive relationships, including online • strategies to identify and reduce risk from people online that they do not already know; when and how to access help • about the law relating to sexual consent • to recognise peer influence and to develop strategies for managing it, including online | <p>To deliver the content within our curriculum we use the following:</p> <ul style="list-style-type: none"> • Quality assured resources from the PSHÉ Association. • Specialist teacher created PPT and Worksheets. • Online advice services such as Wiltshire healthy schools, the NSPCC and Brook. • Specialist teachers watch and approve of online videos resources. • Ask Lara (BBC resources) • Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request. |

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|------------|--|--|
| Year 8 | <p>The key inquiry questions that we look at are:</p> <ol style="list-style-type: none"> 1. How do relationships develop? 2. What is the importance of active consent? 3. What issues and consequences are related to sexual relationships? 4. How to spot and challenge stereotyping and discrimination. <p>In year 8 the following topics are covered during our timetabled Ethics and Philosophy lessons and our collapsed timetable days:</p> <ul style="list-style-type: none"> • indicators of positive, healthy relationships and unhealthy relationships, including online • about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • to recognise that sexual attraction and sexuality are diverse • that everyone has the choice to delay sex, or to enjoy intimacy without sex • to manage the strong feelings that relationships can cause (including sexual attraction) • the impact of sharing sexual images of others without consent • the risks related to unprotected sex • the consequences of unintended pregnancy, sources of support and the options available • the impact of stereotyping, prejudice and discrimination on individuals and relationships • about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • the need to promote inclusion and challenge discrimination, and how to do so safely, including online • to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences | <p>To deliver the content within our curriculum we use the following:</p> <ul style="list-style-type: none"> • Quality assured resources from the PSHE Association. • Specialist teacher created PPT and Worksheets. • Online advice services such as Wiltshire healthy schools, the NSPCC and Brook. • Specialist teachers watch and approve of online videos resources. • Dove Positive Body Image. • Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request. |

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|------------|--|--|
| Year 9 | <p>The key inquiry questions that we look at are:</p> <ol style="list-style-type: none"> 1. How can we manage peer pressure and avoid unnecessary risk? 2. What are the signs of abusive relationships? 3. What do positive relationships look like (including online)? <p>In year 9 the following topics are covered during our timetabled Ethics and Philosophy lessons and our collapsed timetable days:</p> <ul style="list-style-type: none"> • that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion • to clarify and develop personal values in friendships, and sexual relationships • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships • that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex • to manage the influence of drugs and alcohol on decision-making within relationships and social situations • the consequences of unintended pregnancy, sources of support and the options available • the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others • about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours • strategies to manage pressure to join a gang, exit strategies and how to access appropriate support | <p>To deliver the content within our curriculum we use the following:</p> <ul style="list-style-type: none"> • Quality assured resources from the PSHE Association. • Specialist teacher created PPT and Worksheets. • Online advice services such as Wiltshire healthy schools, the NSPCC and Brook. • Specialist teachers watch and approve of online videos resources. • CEOP resources on exploitation • Drugs and gangs workshops • Clips from shows such as Hollyoaks • Relationships and Sex Education (RSE) Teaching Resources - BBC Teach • Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request. |

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|------------|--|--|
| Year 10 | <p>In year 10 the following topics are covered within the tutorial programme and our collapsed timetable days:</p> <ul style="list-style-type: none"> • the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships • to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary • strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed • to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours • to safely and responsibly manage changes in personal relationships including the ending of relationships • ways to access information and support for relationships including those experiencing difficulties • to recognise the impact of drugs and alcohol on choices and sexual behavior • how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. | <p>To deliver the content within our curriculum we use the following:</p> <ul style="list-style-type: none"> • Quality assured resources from the PSHE Association. • Specialist teacher created PPT and Worksheets. • Online advice services such as Wiltshire healthy schools and Brook. • Specialist teachers watch and approve of online videos resources. • Clips from shows such as Hollyoaks • Relationships and Sex Education (RSE) Teaching Resources - BBC Teach • Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request. |

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|----------------|--|--|
| Year 11 | <p>In year 11 the following topics are covered within the tutorial programme and our collapsed timetable days:</p> <ul style="list-style-type: none"> • the legal and ethical responsibilities people have in relation to online aspects of relationships • the law relating to abuse in relationships, including coercive control and online harassment • the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families • strategies to challenge all forms of prejudice and discrimination • skills to support younger peers when in positions of influence • the skills and strategies to respond to exploitation, bullying, harassment and control in relationships | <p>To deliver the content within our curriculum we use the following:</p> <ul style="list-style-type: none"> • Quality assured resources from the PSHE Association. • Specialist teacher created PPT and Worksheets. • Online advice services such as Wiltshire healthy schools and Brook. • Specialist teachers watch and approve of online videos resources. • Clips from shows such as Hollyoaks • Relationships and Sex Education (RSE) Teaching Resources - BBC Teach • Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request. |
| Year 12 and 13 | <p>In year 12 and 13 the following content is covered within the collapsed timetable days:</p> <ul style="list-style-type: none"> • The focus of the curriculum in year 12 and 13 is on developing, supporting and maintaining healthy relationships. • the legal and ethical responsibilities people have in relation to aspects of relationships • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • the law relating to abuse in relationships, including coercive control and online harassment • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, | <p>Resources from the following organisations are used to support the teaching and learning about RSE:</p> <ul style="list-style-type: none"> • Samaritans • NSPCC <p>Full resources for each lesson and each Skills for Life day are also held on the school system and are available on request.</p> |

| YEAR GROUP | TOPIC/THEME DETAILS | RESOURCES |
|------------|---|-----------|
| | <p>consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others | |

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|----------|---|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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 |
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Being safe | <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) |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education. <ul style="list-style-type: none"> • Please refer to guidance on the right to withdraw within the policy. • Please refer to Appendix 1 and 2 to identify the specific area of the curriculum that the request for withdrawal is in relation to. | | | |
| | | | |
| Any other information you would like the school to consider. | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Head Teacher signature. | |