



The Telford Langley School
ENSURING EXCELLENCE

Relationships & Sex Education Policy (RSE)

Approved: Autumn Term 2023

Relationships & Sex Education Policy (RSE)

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1.Introduction

We have based our school's Relationship and Sex Education (RSE) policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. This policy has been created to meet the DfE statutory requirements for Relationship and Sex Education for September 2020.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships.

Relationship and Sex Education is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

2. Aims

RSE in our school is part of the Relationships, Sexuality, Health and Economic (RSHE) education curriculum. Although RSE is taught predominantly through RSHE lessons, issues relating to RSE are also explored through the tutor programme and through cross-curricular links where they are appropriate. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

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 describe themselves and their bodies
- To ensure that RSE in our school is part of the Personal, Social, Health and Economic education curriculum, integrated within the wider school curriculum, and complementing the general ethos and life of the school.
- To provide a planned, age and developmentally appropriate scheme of work in accordance with the DfE requirements from 2020.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and

relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our RSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

We want to reassure pupils of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, social media, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that pupils can understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions.

3. 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 Telford Langley School we teach RSE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff 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. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that pupils should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provided clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media etc.

The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour management policy.

We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of every day school life and in a variety of lessons.

Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support pupils

Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

This policy is cross-referenced and consistent with other policies such as Child Protection and Safeguarding, Behaviour, Equal Opportunities and Online safety.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Safeguarding procedures as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin will be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

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.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

The main delivery of RSE is taught through our RSHE lessons, of which RSE is a recurring theme. Students in all year groups have two-hour RSHE lessons every fortnight. These are timetable lessons delivered by members of staff who know the pupils. All RSE lessons will be differentiated to ensure we cater for the needs of all students, including those with special educational needs. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). There are also cross-curricular links with ICT, PE and Technology.

Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies.

Our Director of Learning for RSHE, RS and Citizenship meets with the team on a regular basis to support team learning. We recognise that staff require support and training and an opportunity to become familiar and confident with the programme we are therefore developing/considering the use of a specialist team of staff. Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Telford Public Health on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

In key stage 3 pupils learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour (such as consent, sexting, child sexual exploitation and female genital mutilation), online behaviour and how to develop skills of assertiveness and decision-making in the context of peer influence and stereotyping. Students also learn about the law and facts around contraception, sexually transmitted infections and unintended pregnancy. They consider pregnancy choices, and the rights and responsibilities involved in parenting. They consider the key factors of healthy relationships as well as abusive, coercive and exploitative behaviour. All of these issues are discussed at age and developmentally appropriate milestones.

In key stage 4 pupils continue to learn and develop the skills to recognise the influences and pressures around sexual behaviour and relationships. They learn about relationship break ups and conflicts, the impacts of pornography and the likely differences between sexual activity in pornography and in real life, the reasons why some delay sexual activity and about how alcohol and

drug use is statistically more likely to lead to riskier sexual behaviour. Students also learn about fertility and what impacts it.

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.

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, LGBT+ 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).

8. Roles and Responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress (predominantly through ipsative and summative assessment)
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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.

You must include names/roles of those responsible for teaching RSE in your school. (to be deleted?)

8.4 Pupils

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

9. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory 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.

The right to withdraw refers only to the 'sex' education element of RSHE. Parents are not able to withdraw their child from relationships, health or economic education.

At secondary school level, parents are entitled to withdraw their child from sex education, other than the sex education contained in the National Curriculum as part of science. As stated by the Department for Education, "at key stage 3 and 4, the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS."

Issues and lessons deemed by the school to be sex education are highlighted in green on Appendix 1.

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.

10. 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.

11. Monitoring Arrangements

The delivery of RSE is monitored by Mr K Preece through:

Planning scrutiny

Curriculum Deep Dive

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr K Preece, bi-annually. At every review, the policy will be approved by the governing board/the headteacher.

Complaints' procedure

Any parents with concerns about this policy should discuss this directly with the head teacher. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the complaints procedure.

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RSHE – Year 7

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
7.1. GROWING	1. What is RSHE?	7.2. HEALTHY BODY & LIFESTYLE	1. What do we need to keep healthy?	7.3. RELATIONSHIPS ,SEX, SEXUALITY AND SEXUAL HEALTH	1. What are different types of relationships?	7.3. RELATIONSHIPS ,SEX, SEXUALITY AND SEXUAL HEALTH	7. Sexting and the law	7.4. HEALTHY MIND	1. Attitudes to mental health	7.5. IDENTITY AND COMMUNITY	1. Who am I? Protected Characteristics.
	2. What happens during puberty?		2. Healthy eating		2. What is a healthy platonic relationship?		8. Consent and boundaries		2. Promoting emotional wellbeing and resilience		2. Rights and responsibilities - UNCRC
	3. Menstrual wellbeing		3. Exercise		3. How can I communicate effectively?		9. Bullying		3. Feelings and how to manage them		3. What are British Values?
	4. Personal hygiene		4. Smoking		4. Is commitment important in relationships?		10. How do be a good friend?		4. Recognising the signs of poor mental health		4. Celebrating a multi-cultural and diverse Britain – Equalities Act
	5. Why am I feeling like this?		5. Vaping		5. Consent and abuse in relationships		11. Peer pressure and influence		5. Dealing with change		5. Assessment
	6. Dealing with change		6. Assessment		6. FGM		12. Assessment		6. Review and who can help		6. Basic First Aid

RSHE – Year 8

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
8.1. HEALTHY BODY & LIFESTYLE	1. Introduction to other drugs	8.2. CITIZENSHIP	1. It's not fair – rules.	8.3. RELATIONSHIPS, SEX, SEXUALITY AND SEXUAL HEALTH	1. Rights and responsibilities online	8.4. FINANCE & PLANNING FOR THE FUTURE	1. Security and fraud – online safety (fake emails/scams)	8.5. HEALTHY MIND	1. New challenges	8.6. IDENTITY AND COMMUNITY	1. What is our community like?
	2. How do I manage situations involving drugs?		2. Laws		2. Sexual orientation		2. My online persona		2. Digital resilience		2. Gangs
	3. How to say no?		3. How are laws made?		3. Understanding the Pride flag		3. Consumer rights - returns		3. Unhealthy coping strategies		3. Knife crime
	4. Things that support our health – Telford health data		4. What happens when you break the law?		4. Consent – touching and physicality		4. Online scams and risks, in-app purchases		4. Healthy coping strategies		4. County lines
	5. When things go wrong with our health		5. Different types of rule (democracy, dictatorship) and the Island Game		5. Choices around sex		5. Risk and reward - gambling		5. Change, loss and grief		5. First Aid
			6. Assessment		6. Child abuse/ CSE		6. Assessment		6. Review and who can help?		6. Assessment

RSHE – Year 9

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
9.1. HEALTHY BODY & LIFESTYLE	1. Alcohol	9.2. CITIZENSHIP	1. Magna Carta	9.3. RELATIONSHIPS, SEX, SEXUALITY AND SEXUAL HEALTH	1. Choices around sex	9.3. RELATIONSHIPS, SEX, SEXUALITY AND SEXUAL HEALTH	7. Sexual consent (verbal)	9.4. HEALTHY MIND	1. Stigma	9.5. IDENTITY AND COMMUNITY	1. What do we want our community to be like?
	2. Body image		2. The House of Parliament		2. Pornography and sexting		8. Unintended pregnancy		2. Information on specific mental health illnesses		2. Toxic masculinity and gender stereotypes
	3. How does the body change over time?		3. Political parties		3. Sex and the law		9. Teenage pregnancy and parenting		3. Information on specific mental health experiences		3. Anti-racism
	4. Teenage brain		4. Elections and voting		4. Conception, pregnancy and birth		10. Breastfeeding		4. Seeking help and promoting emotional wellbeing		4. Telford Langley as a safe space – appropriate and inclusive language
	5. How do different drugs impact the teenage brain?		5. Politics and power in Telford		5. What is contraception?		11. How to access support in different situations?		5. Reframing negative thinking		5. First Aid - CPR
			6. Create your own political party and different voting systems		6. What are STIs?		12. Assessment		6. The importance of positive mental health		6. Assessment

RSHE – Year 10

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
10.1. HEALTHY BODY & LIFESTYLE	1. Alcohol (binge drinking)	10.2. CITIZENSHIP	1. How do we hold the government to account?	10.3. RELATIONSHIPS, SEX, SEXUALITY AND SEXUAL HEALTH	1. Pornography	10.4. FINANCE & PLANNING FOR THE FUTURE	1. Types of employment and CV	10.5. HEALTHY MIND	1. Dealing with stress	10.6. IDENTITY AND COMMUNITY	1. What is an extremist?
	2. Addiction and dependency		2. Other forms of government and other ways of electing (case studies)		2. Nudes and revenge porn		2. Personal statement		2. Pressures and influences		2. How are people radicalised?
	3. Drug classifications		3. Human rights and international law		3. Sexual consent (non-verbal), forced marriages, FGM and domestic abuse, Me Too		3. Interviews		3. Facing challenges - adolescence		3. 'Fake' News
	4. Cannabis		4. Ukraine war – Britain's relationship with the rest of the world - Is Putin a war criminal?		4. Relationship break ups		4. First impressions and expectations at work		4. Facing challenges – from adolescence to adulthood		4. How do you work out if a source of information is reliable?
	5. Should cannabis be legalised?		5. How can you contribute to making the community a better place?		5. Pleasure and masturbation		5. Rights and responsibilities at work		5. Work-life balance		5. Assessment
			6. Assessment		6. Delaying sex		6. Payslips and tax		6. Bereavement		6. First Aid

RSHE – Year 11

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
11.1. FINANCE & PLANNING FOR THE FUTURE	1. Responsible and ethical consumerism	11.2. CITIZENSHIP	1. The freedom to protest	11.3. RELATIONSHIPS ,SEX, SEXUALITY AND SEXUAL HEALTH	1. Chem sex	11.4. HEALTHY MIND	1. How does the brain work? Effective revision techniques	11.5. REVISION/EXAMS	1. Good habits during exam season	EXAMS	
	2. Budgeting		2. Should colonial statues be pulled down?		2. Alcohol and sex		2. What should your revision environment be like?		2. Focused revision		
	3. Credit and debt		3. Conflicting rights		3. Fertility and what impacts it		3. Effective revision strategies		3. Focused revision		
	4. Borrowing, mortgage and rent		4. Census data for the UK – How diverse is the UK? How diverse is Telford?		4. What is healthy sex?		4. Making a revision timetable		4. Focused revision		
	5. Average salaries and how much is a lot?		5. What next for Telford? Challenges and solutions		5. STIs prevalence among different sexualities		5. Practice revision strategies		5. Focused revision		
	6. Risk and reward – car insurance		6. What next for Britain? Challenges and solutions		6. Assessment		6. Practice revision strategies		6. Focused revision		

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
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

TOPIC	PUPILS SHOULD KNOW
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
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)

TOPIC	PUPILS SHOULD KNOW
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			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

5. Links to other School Policies and References

This policy links to the following policies and procedures:

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