



KINGS' SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

This policy is subject to possible amendment following consultation period.

Policy Reviewed by:	JMS	Mar 21
Approved by:	Curriculum Committee	Mar 21
Endorsed by:	FGB	Mar 21
To be Reviewed	3 Yearly	Mar 2024

1. Aims

The aims of this policy is to communicate to staff, governors, parents/carers, visitors and pupils the manner in which Relationship and Sex Education (RSE) will be delivered and supported at the School.

This supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe they can achieve goals, both academic and personal; to stick to tasks that will help them achieve these goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The subjects in this policy represent an opportunity to help young people develop. The knowledge an attributes gained will support their own, and others', wellbeing and attainment and help our pupils to become successful and happy adults who make a meaningful contribution to society.

The aims of RSE at Kings' School are:

- To enable our pupils to better understand the nature of relationships and what is acceptable and unacceptable behaviour in relationships
- To help them develop healthy, nurturing relationships of all kind, not just intimate relationships
- To help pupils understand the positive effects a good relationship has on their mental wellbeing and the negative effects of an unhealthy relationship
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To enable pupils to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To teach pupils about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- To know about the risks of being online and how to stay safe from exploitation
- To teach pupils the facts and the law about sex, sexual health and gender identity in an age-appropriate and inclusive way
- To equip pupils to make decisions for themselves, within the law, about how to live their own lives, whilst respecting the rights of others to make their own decisions and hold their own beliefs

At Kings' School mutual respect and tolerance is valued. This is demonstrated through pupils' good behaviour and a fair and objective attitude to those of all faiths and beliefs; through relationships based on kindness and courtesy; through support of those with different needs and abilities; through an inclusive attitude to one and all, irrespective of age, race, disability,

creed, sexuality or gender. The School nurtures a culture of friendship, honesty and generosity. This policy supports these values.

2. Statutory requirements

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

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

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 review the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers were given the opportunity review the policy and make recommendations
4. Pupil consultation via the school council– consideration given to what pupils want from RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. Curriculum

The Kings' School curriculum is set out as per Appendix 1, but we may need to adapt it as and when is necessary.

The School has 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 do not seek answers online.

6. Delivery of RSE

RSE is taught discretely through the Personal, Social, Health and Economic Education (PSHEE), but a number of related themes are also delivered through a range of other curriculum areas. For example, the Science curriculum delivers aspects that relate to biological and anatomical factors and Religious Studies for the coverage of moral issues. Business and Enterprise education deliver much of the Online and Media requirements. Some of the themes are covered through assemblies, presentations and productions to larger groups, such as year groups, by external facilitators as well as Heads of Year, other teaching staff and the School Leadership Team (SLT).

Kings' School recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Encourage reflection
- Make pupils aware of the relevant persons to approach in the school.

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 (both within RSE lessons and when RSE is taught in other curriculum areas) 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). Classroom teachers will take into account individual children's need including SEND.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from some or all of the sex education components of RSE (see section 8).

7.3 Staff

The Head of PSHEE is responsible for co-ordinating RSE and providing the schemes of work, lesson plans and resources for the teachers of PSHEE to deliver. The resources used for the teaching of sensitive issues will be sourced from appropriate bodies and organisations.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- 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 some or all of the sex education components of RSE

Dealing with sensitive issues

Teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

The following are protocols for discussion based lessons with students:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point, a disclosure is made by a pupil, it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the School's Designated Safeguarding Lead or Deputy DSL.

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 have the right to withdraw their children from the some or all 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 the school will arrange this.

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

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

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 head teacher (via the Head of PSHEE) 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. When doing so, the Visitors Working with Pupils Police will be followed.

10. Monitoring arrangements

The delivery of RSE is monitored by the Line Manager of PSHEE, this includes:

- Regular line management meetings with the Head of PSHEE
- Reviewing and monitoring the Schemes of Work
- Approving (with the SLT) the use of external providers
- Regular learning walks

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

This policy will be reviewed by the School's senior team link every three years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships Education, Relationships and sex education (RSE) and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 7 PSHEE Respectful relationships including friendships. Intimate and sexual relationships including sexual health Internet safety and harm	Autumn	Changing Relationships: <ul style="list-style-type: none"> • What do positive friendship/relationship looks like, recognising negative relationships • Positive family relationships • Recognise what being a good friend is and how to develop friendships, how to make up when things go wrong • How to resist peer pressure from friendship groups • Understanding what bullying is, bullying behaviours and who to turn to for help • Recognising the harm cyberbullying causes and how to protect yourself • Understanding the role of the bystander and the importance of reporting behaviour that is wrong 	Teacher resources – PSHEE – Year 7 Resource ‘Defeat Bullying’ resource pack https://www.childnet.com/resources/lets-fight-it-together https://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx
Year 7 PSHEE Changing adolescent body	Spring	Period Talks for Girls	https://nationalschoolpartnership.com/initiatives/about-you-resources/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 7 PSHE Being Safe	Summer	<p>Child Laws</p> <ul style="list-style-type: none"> • Sexual consent • Sexual exploitation, abuse, grooming, coercion, harassment, rape • Domestic abuse, forced marriage, honour based violence and FGM 	<p>https://www.safe4me.co.uk/portfolio/healthy-relationships/</p> <p>https://www.safe4me.co.uk/wp-content/uploads/2017/07/S-Domestic-Abuse-Main.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/898041/KS3_FGM_lesson_plan.pdf</p> <p>https://www.safe4me.co.uk/portfolio/fgm/</p>
Year 7 BEE Online and media Internet safety and harm	Spring	<p>Social networking</p> <ul style="list-style-type: none"> • Sexting • Online profile – chat rooms, regulations • Online safety - Digital Footprint, keeping data safe • Cyberbullying • CEOP • Fake news – accuracy/reliability of online information 	<p>Teacher resources- BEE-Year 7</p> <p>https://www.thinkuknow.co.uk/professionals/</p> <p>https://www.ceop.police.uk/safety-centre/</p> <p>https://www.pgonline.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</p>
Year 7 Science Intimate and sexual relationships including sexual health Physical Health and fitness Changing adolescent body	Summer	<p>Human reproduction</p> <ul style="list-style-type: none"> • The facts about pregnancy • Science relating to blood organ and stem cell donation • Key facts about puberty, changing adolescent body and menstrual cycle • Main changes which take place in males and females • Implications for emotional and physical health 	<p>AQA Science KS3</p> <p>Teacher Resources – Science – KS3</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 7 Food Technology Mental well-being Healthy eating	Autumn Spring Summer	<p>Nutrition and healthy eating</p> <ul style="list-style-type: none"> • Healthy eating – links between poor diet and health risks and cancer • Diet – Making Choices 	<p>Teacher Resources – Food Technology</p> <p>Eat Well Guide https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>British Nutrition Foundation</p>
Year 8 PSHEE Respectful relationships including friendships	Autumn	<p>Identity and diversity</p> <ul style="list-style-type: none"> • Stereotypes and the damage this can cause, including sex, gender, race, religion, sexual orientation and disability • Discrimination and the law eg gender discrimination and knowledge of the Equality Act 2010 • Understanding the link between stereotyping and hate crime • Understanding employment law and discrimination • LGBTQ and gender identity and the discrimination faced by the community • Rights, equality and the importance of respecting difference within school and the wider community 	<p>Get into Citizenship Teacher's Guide 2002</p> <p>https://www.bbc.co.uk/bitesize/topics/z66hvcw/resources/1</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>Teacher resources – PSHEE - Year 8</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 8 BEE Online and media	Autumn	<p>Cyber-crime and Cyber security</p> <ul style="list-style-type: none"> • Rights and responsibilities, online behaviour expectations (protecting data), copyright, health and safety • Online risks (hacking, scams, text message scams) and the difficulties of removing material placed on line • Getting support to report and manage issues – CEOP • Information and data online • Artificial Intelligence (AI) • Ethics and AI 	<p>Teacher resources – BEE – Year 8</p> <p>https://www.thinkuknow.co.uk/professionals/</p> <p>https://www.ceop.police.uk/safety-centre/</p> <p>https://www.pgonline.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</p>
Year 8 Food Technology Healthy eating	Autumn Spring Summer	<p>Food life skills</p> <ul style="list-style-type: none"> • Healthy eating and the impacts of poor diet and health issues , in particular cancer 	<p>Eat Well Guide https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>British Nutrition Foundation</p>
Year 8 PSHEE Drugs, alcohol and tobacco	Spring	<p>Drugs and Young People</p> <ul style="list-style-type: none"> • Facts about legal and illegal drugs and the risks, including the link to mental health conditions • Understanding the law relating to use, supply and possession of illegal drugs and the consequences for the future • Awareness of the potential harm of legal, over the counter and prescribed drugs. • Risk posed from County Lines 	<p>The Big Drug Education Activities Pack Healthwise, Julian Cohen, 2003-2007</p> <p>https://www.votesforschools.com/</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 8 PSHEE Basic first aid	Summer	<p>First Aid and risk taking</p> <ul style="list-style-type: none"> • Understanding the purpose of first aid, DRAB • Knowledge of the most common and life-threatening injuries such as choking, unconsciousness, shock, burns and heavy bleeding. Basic treatments needed until help arrives • Practical experience of using life-saving skills, including the recovery position and CPR 	<p>British Red Cross – First Aid Education Kit</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/secondary-teaching-resources</p>
Year 8 Science Drugs, alcohol and tobacco	Autumn	<p>Breathing – effects of lifestyle</p> <ul style="list-style-type: none"> • Harms from smoking tobacco, in particular, the link to lung cancer • Understanding the health benefits of quitting 	<p>Teacher resources - Science</p> <p>AQA KS3</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 9 PSHEE Respectful relationships including friendships. Intimate and sexual relationships including sexual health Internet safety and harm Being Safe	Sprng	Personal Relationships <ul style="list-style-type: none"> • Recognising the characteristics of positive relationships • Considering the impacts of choices on all aspects of health – emotional, mental and physical well-being • Common sexually transmitted infections, how they are transmitted and understand the impact on sexual and reproductive health and well-being • Understanding how to protect yourself from STI’s and pregnancy by understanding the full range of choices and efficacy of contraceptive methods • How to access help and advice about contraception and relationships, the importance of testing and where to access this • Choices relating to delaying sex. • Understanding the law about consent, managing sexual pressure, peer pressure and your rights and responsibilities regarding sex and sexual activity • Knowing the law relating to Sexting, taking and/or sharing indecent images of children and the criminal consequences 	Safe and Sound, 11-16 Sex and Relationship Education pack. Julian Cohen 2002 https://www.letstalkaboutit.nhs.uk/ https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 9 PSHEE Mental Well-being	Spring	<p>Health and well-being</p> <ul style="list-style-type: none"> • Benefits of exercise on mental health and well-being • Understanding the importance of connections to other people, including family and the link to happiness and wellbeing • Understanding emotional health does vary over time, recognising the early signs of mental well-being concerns • Strategies that can be used to manage emotional health issues, such as mindfulness and toolkits such as the mental health first aid box • Understanding the impact choices have on mental health and know where to go for help and advice, for yourself and friends/families 	<p>DEAL: Emotional Health</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/emotional-health/</p> <p>https://youngminds.org.uk/find-help/your-guide-to-support/</p>
Year 9 BEE Online and media Internet safety and harms	Spring	<p>Digital resilience</p> <ul style="list-style-type: none"> • Self-image and identity - unhealthy comparisons, unrealistic body image • Online relationships – images, selfies, blackmail • Sexting – laws • Online reputation – difficulty of removing anything from the internet • Online bullying • Managing online information • Health, well-being and lifestyle – gaming, sleep, limiting the impact of IT use • Privacy and security <p>Personal Finance</p> <ul style="list-style-type: none"> • Debt accumulation 	<p>Teacher resources – BEE – Year 9</p> <p>https://www.thinkuknow.co.uk/professionals/</p> <p>https://www.ceop.police.uk/safety-centre/</p> <p>https://www.pgonline.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
<p>Year 10 PSHEE</p> <p>Intimate and sexual relationships including sexual health</p> <p>Internet safety and harm</p> <p>Being Safe</p>	<p>Autumn</p>	<p>Lifestyle choices – Sexual health</p> <ul style="list-style-type: none"> • Characteristics of healthy and unhealthy relationships and the positive aspects of one-to-one intimate relationships • Impact of body image and self-esteem on relationships and risky behaviour • Consequences of sexually transmitted infections on long-term physical, mental and emotional well-being, and where to go for help and advice • Review knowledge of contraceptive methods, difference between barrier methods and hormonal options in relation to sexual health and pregnancy • Considering what a healthy relationship looks like and choices surrounding sexual activity, including the decision to delay sexual activity • Importance of communication within a relationship and respecting a partners decision regarding sexual activity. Responsibility not to pressure anyone into sexual activity and how to resist pressure • The law around sexual consent and the serious criminal consequences of unlawful sex (where consent is not given, or cannot be given, or consent is withdrawn) • Impact of viewing harmful content on line, including sexually explicit material. Understanding how distorted pictures of sexual behaviour can impact relationships in a harmful way, long term consequences for future relationships and health. 	<p>Safe and Sound, 11-16 Sex and Relationship Education pack. Julian Cohen 2002</p> <p>Infection Protection, Teaching about STI's. Brook Publications, Sheila White https://www.brook.org.uk/topics/stis/</p> <p>Myths Versus Reality Healthy Relationships Childnet https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships</p> <p>Safe4Me SECONDARY SCHOOL Consent and Sexual Offences https://www.safe4me.co.uk/portfolio/sexual-consent/</p> <p>Online Pornography Childnet https://www.childnet.com/ufiles/PSHE-Toolkit---Online-pornography-resource.pdf</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 10 PSHEE Drugs, alcohol and Tobacco	Autumn	<p>Lifestyle choices – drugs and alcohol</p> <ul style="list-style-type: none"> Physical and psychological risks of alcohol consumption, units, ABV and what is the recommended low risk unit consumption for adults Reflecting on choices regarding alcohol consumption, the impact of peer pressure and responsibilities for behaviour whilst under the influence of alcohol Recognising the consequences of bingeing as well as long term heavy consumption on physical and mental health. links to risky behaviours, including sexual activity and consent Physical and mental consequences of cannabis use, including the link to depression, psychosis, anxiety etc. Legal consequences of possession, use and supply Knowledge of illegal drugs, the associated risks including short-term and long term risks to health and future, including the consequences of a criminal conviction relating to jobs and travel 	<p>Talk About Alcohol, AET Trust Alcoholeducationtrust.org/teachers</p> <p>The Cannabis Education resource HIT, Julian Cohen</p> <p>https://www.safe4me.co.uk/wp-content/uploads/2017/07/S-Drugs-Main.pdf</p> <p>Safe4Me Consent resources</p> <p>The A to Z of Drugs DVD, Channel 4</p>
Year 10 RS Intimate and sexual relationships, including sexual health	Spring	<p>Statutory RE Abortion</p> <ul style="list-style-type: none"> Understanding choices relating to pregnancy, including keeping the baby, abortion, adoption 	<p>Teacher resources – RS – Statutory RE</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	PRINCIPAL RESOURCES
Year 11 PSHEE Families	Autumn	<p>Family life</p> <ul style="list-style-type: none"> • Recognising legal rights, responsibilities and protections that different long-term commitments have and understanding that forced marriage is illegal • Opportunity to reflect on the reasons people may want to marry or become civil partners • Explore Parental responsibilities and different types of families • Judging when a relationship is unsafe and how to seek help and advice, including reporting concerns 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/family-life-lesson-plans</p> <p>https://www.safe4me.co.uk/portfolio/healthy-relationships/</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • Understanding there are different types of committed, stable relationships • How relationships might contribute happiness and their importance for bringing up children • What marriage is, including its legal status e.g. marriage carries legal rights and protections not available to couples who are cohabiting or who have married 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 children, including the characteristics of successful parenting • Determining whether other children, adults or sources of information are trustworthy: judging when a family, friend, intimate or other relationship is unsafe (recognising this in others' relationships); 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	