



# **Regents Park Community College**

## **Relationships and sex education policy (from 2020)**

**Policy updated: 25.11.2020**

**Policy ratified at: 25.11.2020**

**Policy signed by: Chair of Governors**

**Policy to be reviewed: 25.11.2021**

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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 describe themselves and their bodies

### 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 - Summer 2020
2. Staff consultation – Senior Leadership Team were given the opportunity to look at the policy and make recommendations – Sept 2020
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy - Oct/Nov 2020

4. Ratification – once amendments were made, the policy was shared with governors and ratified – 2020-21
5. Pupil reflection – during the first year student feedback will be gathered as to effectiveness and any changes needed – 2020-21

#### **4. 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.

#### **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 as part of tutor time once a week. There are additional PSHE days during the year where students are off timetable and take part in a carousel series of sessions delivered by experts and in house staff. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional later on in their school journey.

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.

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).

## **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 [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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

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 or the PSHE Co-ordinator.

### **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 [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.

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/PSHE Co-ordinator 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 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 PSHE Co-ordinator:

Tracking of student involvement in activities and the quality of provision will take place at regular intervals. Student voice will be gathered during the year to reflect on successes of each PSHE day and to inform further areas of development. This policy will be reviewed by the Deputy Headteacher every 3 years. At every review, the policy will be approved by the governing board

## Appendix 1: Curriculum map PSHE

WK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	<b>Autumn 1</b> WK 6 Mon 08.10.18: Ass 1 deadline Y7 – 11 SLP/HW							<b>Autumn 2</b> WK 12 Mon 26.11.18: Ass 2 deadline Y7 – 11 ALL/FPG							<b>Spring 3</b> WK 20 Mon 04.02.19: Ass 3 deadline Y7 – 11 SLP/HW					<b>Spring 4</b> WK 25 Mon 18.03.19: Ass 4 deadline Y7 – 11 ALL/FPG					<b>Summer 5</b> WK 31 Mon 13.05.19: Ass 5 deadline Y7 – 10 SLP/HW, Y11 – ALL/FPG					<b>Summer 6</b> Week 38 Fri 12.07.19: Ass 6 deadline Y7 – 10 ALL,										
<b>Whole School</b>	<b>PSHE:</b> Planning for success Expectation for the year European Day of languages First Aid Awareness LGBTQ Awareness Careers Festival Reflection on the half term							<b>PSHE:</b> Armistice Children in Need Creative Arts Celebration PE Champion Week School Ethos: respect and Pride Reflection on the half term Christmas celebration							<b>PSHE:</b> Target setting Wellbeing week Holocaust memorial day Numeracy week Safer internet day Reflection on the half term					<b>PSHE:</b> World book day British science week Swimming gala launch National apprenticeship week Easter Celebration Reflection on the half term					<b>PSHE:</b> Volunteering week Teacher Appreciation week Prevent Amnesty International Reflection on the half term					<b>PSHE:</b> Learning disability week Eid Healthy Eating Sports celebration School Diversity Week Reflection on the half term										
<b>YEAR 7</b>	<b>Content:</b>							<b>Content:</b> PSHE Day							<b>Content:</b> Rotary technology Challenge					<b>Content:</b>					<b>Content:</b>					<b>Content:</b> BAE Systems Roadshow										
<b>YEAR 8</b>	<b>Content:</b> Saints Foundation Project							<b>Content:</b> Poet Visits One city no barriers conference Saints Foundation Project							<b>Content:</b> Rotary technology Challenge					<b>Content:</b> PSHE Day					<b>Content:</b> Cadbury World Visit					<b>Content:</b> BAE Systems Roadshow										
<b>YEAR 9</b>	<b>Content:</b>							<b>Content:</b> Lionheart Enterprise Challenge							<b>Content:</b> PSHE Day					<b>Content:</b> Rock Assembly					<b>Content:</b> Group based careers sessions Get inspired trip					<b>Content:</b> Sociology Trip to old bailey MFL Escape room challenge Business trip to Paultons										
<b>YEAR 10</b>	<b>Content:</b> Work Experience Intro Careers festival							<b>Content:</b> CV Writing Oxford Uni Enrichment							<b>Content:</b> Big Interview day Work Experience application support					<b>Content:</b> Rock Assembly Choices Performance					<b>Content:</b> PSHE Day Work Experience					<b>Content:</b> MFL Escape room challenge College Taster Days										
<b>YEAR 11</b>	<b>Content:</b> PSHE Day Careers festival							<b>Content:</b> Oxford Uni Enrichment Careers 1:1 interviews							<b>Content:</b> Careers 1:1 interviews					<b>Content:</b> College Application support					<b>Content:</b> Exam Focus															
<b>PSHE</b>	<b>Year 7:</b> Fire Safety Relationships Mental Health Year group reflection Anti-social behaviour Respect Team Building							<b>Year 8:</b> Money management Dangerous Relationships Year group reflection Mental Health Self Harm							<b>Year 9:</b> First Aid Dangerous relationships Mental health Year group reflection Alcohol & smoking Knife Crime					<b>Year 10:</b> Money management Sexual Abuse Drugs & Alcohol Mental Health Year group reflection					<b>Year 11:</b> Money management Mental Health Dangers of Pornography Careers service introduction Year group target setting Smoking/Drugs															

### Whole School Topics

<p>Autumn 1</p> <ul style="list-style-type: none"> <li>• Whole school story, expectations and opportunities across school, our ethos</li> <li>• Promoting European languages day. Celebrating ethnicity, welcoming different cultures</li> <li>• Black history month</li> <li>• Awareness of radicalisation in its different forms and inform them with who to contact if they fear someone is in the process of being radicalised.</li> </ul>	<p>Autumn 2</p> <ul style="list-style-type: none"> <li>• Armistice, link to current war situations, remembering all affected by war.</li> <li>• Promote children in need charity and different situations from across the globe.</li> <li>• Introduction to virtual careers festival for this year</li> <li>• Launch of the PE champion programme amongst KS3 and celebration of achievements of current and former PE Champions.</li> <li>• School leadership team to present to the school about the school ethos- focus on Respect and Pride</li> <li>• Remind students of the reasons for Christmas from a religious point of view.</li> </ul>
<p>Spring 1</p> <ul style="list-style-type: none"> <li>• Promote students having a positive start to the year and setting SMART goals. Reminder of expectations, etc.</li> <li>• Promotion of student wellbeing and positive mental health.</li> <li>• Commemorate Holocaust Memorial Day and learn lessons from the Holocaust, Nazi persecution and subsequent genocides.</li> <li>• To promote maths to students as something they can learn and something that is relevant to their lives after school.</li> <li>• Promote the safe, responsible and positive use of digital technology for children and young people. Highlight issues with sexting.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Celebration of authors, illustrators, books and it's a celebration of reading. Could link to the benefits of reading for students.</li> <li>• Celebrate Science and the achievements of British Science</li> <li>• Promotion of sport and swim gala which will take place in March. Team selections to take place.</li> <li>• Promote the different apprenticeship routes into jobs.</li> <li>• Remind students of the history of Easter. It is the most important and oldest festival of the Christian Church. Celebrate end of term.</li> </ul>
<p>Summer 1</p> <ul style="list-style-type: none"> <li>• What are the benefits of volunteering? How can we help the community?</li> <li>• Celebration of our inspirational, motivational teachers who provide so much to our students.</li> <li>• To celebrate the achievements of the creative arts across the school throughout the year. A chance for performances and to promote the school musical.</li> <li>• CV writing sessions for Big Interview (year 10)</li> <li>• Preparation for the work of work</li> </ul>	<p>Summer 2</p> <ul style="list-style-type: none"> <li>• Promote an understanding of people with a learning disability and encourage support for their dignity, rights and well-being.</li> <li>• Remind students of the importance of having a healthy diet</li> <li>• Promote Sports Day and participation in sport. Could link with rescheduled Olympics.</li> <li>• Promote importance of LGBT equality, challenge discriminatory attitudes</li> <li>• Raise awareness of what to do in an emergency including allergies. Promote work of St John's Ambulance and BHF.</li> <li>• Encourage openness and education about LGBT history and rights.</li> </ul>

**Year 7 PSHE session topics**

**Mental Health**

- How to talk about their emotions accurately and sensitively.
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- How to identify common types of mental ill health
- How to evaluate if something has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation on mental health

**Physical Health**

- The importance of sufficient good quality sleep for good health
- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females

**Social Health**

- The similarities and differences between the online world and the physical world, including: obsession, gambling & debt
- How to identify harmful behaviours online and how to report, or find support
- The characteristics of positive and healthy friendships
- Practical steps they can take to improve or support respectful relationships
- The legal rights and responsibilities regarding equality and that everyone is unique and equal
- Their rights, responsibilities and opportunities online
- What to do and where to get support to report material or manage issues online

**Sex & Relationships Education**

- That there are different types of committed, stable relationships.
- How different relationships might contribute to human happiness and bringing up children
- What marriage is, including its legal status and rights versus cohabitating
- 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 successful parenting
- That there are a range of strategies for identifying and managing sexual pressure



### Year 8 PSHE session topics

<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively.</li> <li>• That happiness is linked to being connected to others</li> <li>• How to recognise the early signs of mental wellbeing concerns</li> <li>• How to identify common types of mental ill health</li> <li>• How to evaluate if something has a positive or negative effect on their own or others' mental health</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation on mental health</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health</li> </ul>
<p><b>Social Health</b></p> <ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: obsession, gambling &amp; debt</li> <li>• How to identify harmful behaviours online and how to report, or find support</li> <li>• Practical steps they can take to improve or support respectful relationships</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• Their rights, responsibilities and opportunities online</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>	<p><b>Sex &amp; Relationships Education</b></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How different relationships might contribute to human happiness and bringing up children</li> <li>• How to determine whether other children, adults or sources of information are trustworthy</li> <li>• How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn</li> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships</li> <li>• That there are a range of strategies for identifying and managing sexual pressure</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>

**Year 9 PSHE session topics**

**Mental Health**

- How to talk about their emotions accurately and sensitively.
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- How to identify common types of mental ill health
- How to evaluate if something has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation on mental health

**Social Health**

- Practical steps they can take to improve or support respectful relationships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

**Physical Health**

- the characteristics and evidence of what constitutes a healthy lifestyle
- how to maintain healthy eating and the links between a poor diet and health risks
- The physical and psychological risks associated with alcohol consumption
- The physical and psychological consequences of addiction
- The facts about the harms from smoking tobacco and the benefits of quitting and how to access support to do so
- About personal hygiene, germs including bacteria, viruses
- About dental health and the benefits of good oral hygiene
- The importance of sufficient good quality sleep for health
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed
- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females

**Sex & Relationships Education**

- That there are different types of committed, stable relationships.
- How different relationships might contribute to human happiness and bringing up children
- What marriage is, including its legal status and rights versus cohabitating
- 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 successful parenting
- That there are a range of strategies for identifying and managing sexual pressure

**Year 10 PSHE session topics**

**Mental Health**

- How to talk about their emotions accurately and sensitively.
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- How to identify common types of mental ill health
- How to evaluate if something has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation on mental health

**Physical Health**

- The science relating to blood, organ and stem cell donation
- The facts about legal and illegal drugs and their associated risks
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption
- The physical and psychological consequences of addiction
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The benefits of regular self-examination and screening
- The importance of sufficient good quality sleep for good health

**Social Health**

- The similarities and differences between the online world and the physical world, including: obsession, gambling & debt
- How stereotypes, can cause damage to others
- 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
- Not to provide or share personal material to others that they would not want shared further
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail

**Sex & Relationships Education**

- That there are different types of committed, stable relationships.
- How different relationships might contribute to human happiness and bringing up children
- What marriage is, including its legal status and rights versus cohabitating
- 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 successful parenting
- The concepts of, and laws relating to, consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- the facts about reproductive health, including fertility
- 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

### Year 11 PSHE session topics

<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively.</li> <li>• That happiness is linked to being connected to others</li> <li>• How to recognise the early signs of mental wellbeing concerns</li> <li>• How to identify common types of mental ill health</li> <li>• How to evaluate if something has a positive or negative effect on their own or others' mental health</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation on mental health</li> </ul>	<p><b>Social Health</b></p> <ul style="list-style-type: none"> <li>• The impact of viewing harmful content online</li> <li>• How pornography presents a distorted picture of sexual behaviours and can damage the way people see themselves</li> <li>• That sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail</li> </ul>
<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>• The science relating to blood, organ and stem cell donation</li> <li>• The facts about legal and illegal drugs and their associated risks</li> <li>• The law relating to the supply and possession of illegal substances</li> <li>• The physical and psychological risks associated with alcohol consumption</li> <li>• The physical and psychological consequences of addiction</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• The facts about the harms from smoking tobacco and the benefits of quitting and how to access support to do so</li> <li>• The importance of sufficient good quality sleep for good health</li> </ul>	<p><b>Sex &amp; Relationships Education</b></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How different relationships might contribute to human happiness and bringing up children</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy</li> <li>• How the different sexually transmitted infections (STIs), are transmitted, how risk can be reduced through safer sex</li> <li>• About the prevalence of some STIs, the impact they can have</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How and where to get confidential sexual and reproductive health advice and treatment</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

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

### 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	