

Relationship and Sex Education Policy, 2023-2024

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1. Aims

RSE is taught across both key stages. We ensure that all students prioritise their health and wellbeing, with the explicit delivery of personal, social, health & economic education.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. (These aims are based on the DfES’s Relationships and Sex Education Guidance 2019, page 25.)

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 distinguish between relationships that are healthy and those that are distorted and harmful
 - › To understand the benefits of healthy relationships to their mental and emotional wellbeing. Developing their own self-respect and understanding the impact of and unhealthy relationships on a person's mental wellbeing.
 - › To believe they can achieve goals and that in order to achieve those goals they must stick to the tasks despite the challenges they may face, this is part of the delivery of positive mindset and the need to develop virtue within character.
 - › To recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
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- To within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs

The school recognises that relationship and sex education is complex and ever changing in the modern world. Topics and issues will be added or removed as appropriate to reflect Government guidance, local concerns, and topical relevant issues that impact upon the lives of our young people.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At City Academy Norwich, we teach RSE as set out in this policy.

3. Policy development

You **must** consult with parents/carers when making changes to your RSE policy, and its good practice to consult with staff and pupils, too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the policy development process.

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
 4. Pupil consultation – we investigated what exactly pupils want from their RSE
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5. Ratification – once amendments were made, the policy was shared with trustees and ratified

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 RSE 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/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The personal development curriculum is taught both explicitly and is weaved within each subject and across the school. We enhance our students' life choices by ensuring our curriculum is designed so that all can flourish, regardless of potential barriers to learning.

Our CAN RSE curriculum Character and Personal Development curriculum supports the development of the qualities and competencies needed to become positive and contributory members of their community and beyond. We enable all our students to be healthy, polite, and respectful.

We will share all curriculum materials with parents and carers upon request.

Access to the Curriculum

All pupils enjoy equal access to all aspects of the programme. Resources are differentiated where appropriate to allow access for all pupils regardless of their literacy levels. Teachers of Relationships and Sex Education will also accept the need to structure lessons to suit a range of emotional, personal and social development within the group.

All pupils should be taught the Sex and Relationships Education programme and where a number of lessons in the programme are missed, the school will attempt to provide an opportunity for the pupils to catch up.

6. Delivery of RSE

The teaching of Relationships and Sex Education is based primarily in Personal Development lessons but is also delivered through a range of subjects across the curriculum. The Co-ordinator for Personal Development is responsible for the content and co-ordination of the Relationships and Sex and Education programme and the delivery is by subject teachers and occasional visitors.

Active learning is promoted within the classroom through discussion and debate, in order to develop pupils' skills of communication and decision making. Clear, accurate information is given as and when required.

A range of learning and teaching methods are employed for the delivery of the programme:

- Whole Group teaching
- Small Group discussion
- Clips from YouTube
- Role Play
- Active learning techniques, including the use of scenarios to aid decision-making; activities to encourage discussion and decision-making; card sorting activities.
- Practical sessions – e.g. putting condoms on demonstration models (Consideration will be given to appropriate groupings for such activities).

In RSE lessons seating plans will be considered extremely carefully and made sensitively to reflect friendship groups or those with whom a young person feels safe. There will not be an expectation that all students should speak in a lesson to avoid embarrassment. Nevertheless, there will be opportunities within lessons for students to ask anonymous questions.

6.1 The Handling of Specific and Sensitive Issues in Relationships and Sex Education.

Explicit topics are always handled sensitively and openly.

6.2 The use of Ground Rules within the classroom

Ground rules for discussion of sensitive topics are laid down. Only appropriate and acceptable sexual language is used. The use of streetwise vocabulary is discouraged.

6.3 Issues concerning Confidentiality

Pupil confidentiality is also an aspect of these lessons although it is made plain that staff cannot keep anything confidential which breaks the law and/or puts an individual or group of young people at risk. If a disclosure is made to a member of staff with regards to sexual behaviour, the school procedures for Safeguarding will be followed.

6.4 Contraception

Contraceptive information is only ever given in group sessions. In Years 9, 10 and 11 information is given about the types of contraception available, including emergency contraception, and their effectiveness. Teachers are aware that they are not permitted to provide individual contraceptive advice.

6.5 The handling of Specific and Sensitive Issues in Relationships and Sex Education

Explicit topics are always handled sensitively and openly.

6.6 The use of Ground Rules within the classroom

Ground rules for discussion of sensitive topics are laid down. Only appropriate and acceptable sexual language is used. The use of streetwise vocabulary is discouraged.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.7 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed
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6.8 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6.9 Students with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. The Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. The Academy is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students, there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- › The [Teachers' Standards](#)
- › The [Equality Act 2010](#)
- › The [Human Rights Act 1998](#)
- › The [Education Act 1996](#)
- › Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- › Review any case study materials and look for feedback from other people the agency has worked with
- › Be clear on:
 - › What they're going to say
 - › Their position on the issues to be discussed
 - › Ask to see in advance any materials that the agency may use
 - › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - › Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - › Remind teachers that they can say "no" or, in extreme cases, stop a session
 - › Make sure that the teacher is in the room during any sessions with external speakers
 - › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Board of Trustees

The Trustees will approve the RSE policy and hold the headteacher to account for its implementation.

The Board of Trustees member has delegated the approval of this policy to Jo Franklin.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Charlotte Land is the RSE Lead.

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/carers 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.

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/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

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

Parents/carers have the right to withdraw their child 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 will discuss the request with parents/carers and take appropriate action.

Alternative schoolwork 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 Charlotte Land through:

- Learning Walks
- Book Looks
- Curriculum Reviews
- Line management with SLT Link
- Student Voice
- Staff Training

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

This policy will be reviewed by Charlotte Land annually. At every review, the policy will be approved by Jo Franklin.

Appendix 1: Curriculum map

Relationships and sex education curriculum map



Personal Development and PSHE 2024-2025

YEAR	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase.</p> <p>They will address the changes that young people experience, beginning with transition to secondary school and the challenges of adolescence and their increasing independence.</p>	<p>Managing Change Careers and your future Financial education Transition points in your life The importance of community The importance of relaxation Sleep and relaxation</p>	<p>Friendship, Respect and Relationships Consent and boundaries Respect and relationships Pressure and influence Friendships and managing them What makes a good friend? Anti-bullying Being positive and self esteem</p>	<p>Celebrating Differences Multicultural Britain Breaking down stereotypes Prejudice and discrimination The importance of being kind Equality Act 2010 Challenging Islamophobia</p>	<p>Staying Safe Online and Offline Avoiding gangs Staying safe online Fortnite, grooming and online gaming What is alcohol? What is smoking? E-cigs and vaping</p>	<p>Sexual Awareness Puberty (girls) Puberty (boys) Growing up and FGM Personal and dental hygiene Assertiveness, consent, and hormones Self-esteem and empowerment</p>	<p>Rights, Responsibilities and British Values Why is politics important? How our country is run Exploring inside parliament Create a political party Elections and campaigning Politics and debating</p>
	Assessments:		Summative Assessment 1				Summative Assessment 2
	Extra-Curricular:						

	Assemblies	Norfolk Police (Online Safety Awareness) Sue Lambert Trust (Healthy Relationships)		National Careers Week			
	Home Resources:	PSHE Team					
8	Students will broaden their knowledge and understanding of how they fit into today's society. Students will develop the knowledge to stay safe and confidently navigate increasingly complex online and face to face relationships in current and future societal and political environments.	Employment Sectors and Careers Workplace preparation Careers in the Public Sector Careers in the Private sector Careers in Leisure and Tourism Careers in Cybersecurity Careers in Law Careers in STEM	Equality and Diversity Explored Homophobia in schools Challenging homophobia Coming out Hate crime What is LGBTQ+ Supporting vulnerable groups Challenging transphobia	Dangerous Society Online and Offline County Lines Grooming Child Sexual Exploitation Evaluating social media Substance Misuse Knife Crime Drugs education – alcohol safety	Physical Health and Wellbeing Positive body image What is mental health Child abuse Health and wellbeing Stress management Healthy eating	Identity, Relationships and Sex Education Introduction to relationships and sex education Sexual orientation Introduction to contraception Healthy relationships Dealing with conflict Gender identity	Law, Crime and Society Criminals, law, and society Law making in the UK Prisons, reform and punishment Building a community Making decisions and priorities
	Assessments:		Summative Assessment 1				Summative Assessment 2
	Extra-Curricular:						
	Assemblies	Norfolk Police (Drugs and the Law) Sue Lambert Trust (Healthy Relationships)		National Careers Week			

	Home Resources:	PSHE Team					
9	Students will strengthen and expand their knowledge and understanding to stay safe and confidently navigate increasingly complex online and face to face relationships in current and future societal and political environments. They will begin to make sense of and make informed decisions about their futures.	World of Careers Futuristic careers and AI Positive work ethic Careers and World cup Careers in Finance and Banking Careers in Digital Marketing Careers in Geography Careers in History	Body Confidence Self esteem Male sex organs Female sex organs Bullying Dealing with grief and loss Media and airbrushing Cancer prevention	Business and Finance Understanding credit scores Decisions and Accountability Be ambitious about with my career What is the economy Young Entrepreneur's around the world Setting up a business Business and profits	Combatting Extremism & Terrorism Conspiracy theories Extremism Terrorism British values Radicalisation Counter Terrorism Anti-Semitism What is racism? Ableism and disability discrimination	Relationships and Sex Education Sexual consent and the law FGM and the law What are STIs? Contraception Relationships and partners Sexual harassment and stalking HIV and Aids Positive relationships Up skirting	Legal and Illegal Drugs Introduction to drugs Different types of addiction Drugs – cannabis products Drug classifications Party drugs Illegal drugs Volatile substance abuse Exploring Britishness and British values
	Assessments:		Summative Assessment 1				Summative Assessment 2
	Extra-Curricular:						
	Assemblies	Norfolk Police (Understanding violence and the consequences of violent crime) Sue Lambert Trust (Healthy Relationships)		National Careers Week			
	Home Resources:	PSHE Teams					
10	Students will develop a greater knowledge and understanding of the	Careers and Employment Knowing my strengths	Rights and Responsibilities Instagram Generation Targeted	Violence, Crimes and Seeking safety Honour Based Violence	Mental Health and Wellbeing Child Abuse (Child Sexual Exploitation)	Exploring World Issues Peace, war, and conflict	Sexual Awareness and British Values

	<p>world and how they fit in it. They will be able to confidently navigate an increasingly complex online and face to face relationships in current and future societal and political environments. They will begin to plan their Post 16 pathway.</p>	<p>Art of Standing Out Careers in the NHS Careers in the City Careers in the Music Industry Careers in Sport</p>	<p>Advertising Marriage - what is it? Rights and responsibilities Consumer rights Employment rights</p>	<p>Forced marriages Causes of knife crime Modern day slavery Online gambling and gaming Social media validation Keeping data safe</p>	<p>Self-Harm awareness Suicide Awareness Screen time and safe mobile phone use Common mental health issues Promoting emotional wellbeing</p>	<p>Women's rights and equality Me Too and Time's Up Movements Fairtrade International organisations Brexit Aid supporting other countries</p>	<p>FGM Online safety and the risks of sexting. The harm of pornography Domestic abuse and violence Sexual assault awareness Sexualisation of the media Time management Dealing with exam stress and anxiety Critical thinking and fake news CV writing LGBT rights and British Values Writing a Personal Statement</p>
	Assessments:			Summative Assessment 1			Summative Assessment 2
	Extra-Curricular:						
	Assemblies	<p>Norfolk Police (Abuse In relationships) Black History Month Sue Lambert Trust</p>		National Careers Week			
	Home Resources:	PSHE Team					
11	<p>Students will confidently and independently demonstrate their knowledge of the world around them. Students will be ready for their exams and enter their post 16</p>	<p>Workforce Preparation Resilience and ambition Importance of building relationships Meeting employers</p>	<p>Adult Health and Looking After Yourself Organ and Blood Donation Teenage Pregnancy Choices</p>	<p>Staying Safe Virtual Reality and Live Streaming Online Reputation and Digital Footprints Group Chats & Anti-Bullying</p>	<p>Sexual Health Peer-on-Peer Abuse Fertility and What Impacts it Alcohol, Parties & Bad Choices Importance of Sexual Health</p>	<p>Revision</p>	

	pathways as resilient, curious learners and well-rounded individuals.	Recruitment processes Apprenticeships explored Preparing for Work experience Professional conduct	Abortion Law, Morals and Ethics) Parenthood for Teenagers Testicular and Prostate Cancer Breast Cancer, Cervical Cancer & Screening Love & Abuse	Cosmetic & Aesthetic Procedures New Psychoactive Substances Festivals and Nitrous Oxide Substance Addiction	Revisiting STIs Revisiting Contraception Respect, Love and Relationships	
	Assessments:			Summative Assessment 1	Summative Assessment 2	GCSE exams begin
	Extra-Curricular:					
	Assemblies	Sue Lambert Trust				
	Home Resources:	PSHE Team				

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/carers 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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	
