



## Relationships and sex education policy 2022-2023

**Article 29** Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



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### 1. Aims

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

- Provide a safe space in which sensitive discussions can take place, where each child's individual circumstance, reason for admission and mental health are taken into account
- 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
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be set within this wider school context and support respect and affection, knowledge and openness.
- Promote that family is a broad concept; there is not just one model, e.g., nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views.

- Demonstrate that we are aware of different approaches to family and sexual orientation, without promotion of any particular orientation or family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

As a UNICEF Rights Respecting School, and an LGBTQIA+ inclusive provision, we wish to provide young people with holistic relationships and sex education.

We also recognise that many of our learners are early on in their recovery from mental illness, and we will work closely with clinicians to ensure RSE is provided at an appropriate point and level for all of our young people.

## **2. Statutory requirements**

As a maintained PRU, 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**

HHTS recognises that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, consulting them about the content of programmes. However, it must also be recognised that as a hospital provision we have a fluctuating cohort of parents with differing levels of contact with the school. In certain instances, thought must be given to the parents' wellbeing, in addition to that of the students, as their children have been recently admitted to a hospital setting and sensitivity is paramount.

Staff were consulted on the policy and their recommendations welcomed. Pupils views were likewise sought, and their preferences for their SRE policy were incorporated into the final document.

HHTS also acknowledge that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers. As a medical PRU, we also consult with clinicians about the readiness of each pupil to access RSE, considering their mental health, experiences of relationships in the past and current cognition owing to medication and/or illness.

1. Review – Our PSD leads and deputy headteacher 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. Stakeholder consultation – parents, clinicians and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the management committee and ratified

#### **4. Definition**

##### **What Is Relationship and Sex Education (RSE)?**

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.

Understanding relationships requires learning about respect, love and care, and the importance of these with for healthy and fulfilled lives.

In addition, RSE involves acquiring information, developing skills and forming positive beliefs, values and attitudes and, through these, developing a 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.

The HHTS specifically delivers Sex and Relationship Education through its PSD Programme and Science lessons across the key stages.

Much of the RSE at HHTS takes place within PSD lessons. Our PSD teachers deliver the PSD Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by our Science teacher. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

HHTS also encompasses primary education through primary home tuition and the provision at St George's Hospital and Corner House. Primary sex education is not compulsory in primary schools and we will decide on the educational needs of primary children individually, in liaison with their clinicians, families and home schools.

If it is deemed appropriate, primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Understanding healthy relationships at their age and stage

Within the St. George's classroom, PSD lessons are referred to as PSHE lessons.

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.

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. We aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Clinicians and social workers will also be contacted as needed, depending on the context of the information sought and the young person's individual circumstances.

Communication and discussion skills are developed and utilised through the teaching of RSE:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum within a subject entitled as PSD at HHTS. 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.

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.

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### *Gender*

We aim to be inclusive of young people's gender identities, and sensitive to issues around gender dysphoria. We recognise that this may be a topic of relevance to some of the young people that the service works with and we, again, wish to offer appropriate information, support and guidance.

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 Management Committee**

The management committee 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 components of RSE.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

Staff responsible for teaching across the different sectors are:

1. Science Teacher: Crispin Edgell
2. PSD Teacher (Secondary): Michelle Watson
3. PSD Teacher (Teacher of the Deaf): Sophie Mustchin
4. PSD Teacher (Primary): Rachel Seymour

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or managers of any disclosure unless specifically requested to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer/clinician and if necessary, to seek medical advice.
- child protection issues will be considered, and referred if necessary, to the teacher responsible for Child Protection (DSL) under the HHTS procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals working with the HHTS are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **7.4 Pupils**

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

Students will be pre-prepared for the content of session if it is thought the content could be particularly sensitive in regard to their history of child protection or abuse, or in relation to the presentation of their mental health.

Decisions to withdraw, adapt or teach in smaller groups in such circumstance as those mentioned above will be taken in consultation with clinicians and the headteacher.

HHTS does believe that students have the right to access RSE education and that we are able to provide a safe space where sensitive issues can be further explored whilst students are inpatients in the hospital, which may be preferable to encountering these subjects without the additional support when they return to mainstream education.

### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

### **9. Training**

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

### **10. Monitoring arrangements**

The delivery of RSE is monitored by Helen Taylor, Deputy Headteacher for Teaching and Learning, through the monitoring of annual and termly planning, lesson observations, supervisions, and work scrutinies.

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

This policy will be reviewed by Tara Bell, Headteacher, annually.

At every review, the policy will be approved by the management committee.

Ofsted is required to evaluate and report on spiritual, moral, social, and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training, and delivery.

A copy of this policy will be provided to all employees and made available to all other persons who have reasonable need to see it. It will be reviewed periodically and amended, as necessary.



Head teacher.....

Date.....

Review Date.....



	<p style="text-align: center;"><b>Summer</b></p>	<ul style="list-style-type: none"> <li>● <b>History of inequality</b> - Giving historical context in order to see how human failures led to societal changes. This will include specific areas relating to RSE, such as LGBT and gender inequality throughout history</li> <li>● <b>Discrimination</b> - Exploring stereotyping. How our opinions are influenced by outside factors and tools for overcoming them</li> <li>● <b>Human Rights</b> - Giving young people a clear understanding of what they are and opening a platform where they can discuss whether they are being met</li> <li>● <b>Gender Equality</b> - Exploring where issues still lie and what can be done to rectify them</li> <li>● <b>Developing empathy</b> - Helping young people empathise with others differences and individual challenges</li> </ul> <p><b>Teenage Obstacles -</b></p> <ul style="list-style-type: none"> <li>● <b>Peer Pressure</b> - Exploring all aspects of peer pressure and specifically looking at how this relates to choices around sexual activity</li> <li>● <b>Anti-bullying</b> - Observing our own behaviours and developing tools to overcome negative relationships</li> <li>● <b>Consent</b> - Exploring all aspects of what this means and how young people should expect to be treated and treat others</li> <li>● <b>Cyber Safety</b> - Learning about the dangers of internet use, including sexting, disclosure and online bullying</li> <li>● <b>Drug and Alcohol Awareness</b> - Understanding how drugs can impact on choices and consent. Being aware of date rape drugs and how we can keep ourselves and our peers safe</li> <li>● <b>Intimacy</b> - To understand that intimacy is not always related to sex and how to develop positive, respectful relationships</li> <li>● <b>Sexual Health</b> - Learning about all aspects of sexual health and how to stay safe and well informed</li> </ul>	<p>Artist responses</p> <p>Human Rights Act</p> <p>UNICEF films, including; “If I Were a Girl”</p> <p>Scripts</p> <p>Cartoons</p> <p>Films made by young people</p> <p>Scripts</p> <p>Bigfoot Arts Education PSHE activities</p> <p>Go Ask Frank resources</p> <p>UNICEF resources and plans</p>
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	<b>Throughout</b>	<p><b>UNICEF RRSA -</b></p> <p>We are a silver Rights Respecting School and as such, specific sessions are run throughout the school year to make sure all our young people know what their rights are. We link all our lessons, across the curriculum, to the articles but explore them deeper in our PSD curriculum</p>	<p>Christian Aid activities including the 'Fair Trade Game'</p> <p>We have developed our own RRSA resource pack which all students are given</p>
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## Appendix 1.2: Curriculum map Primary

### Relationships and sex education curriculum map

SUBJECT	TERM	TOPIC/THEME DETAILS	RESOURCES
Science	<b>Throughout</b>	<p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• Reproduction in animals &amp; plants.</li> <li>• Classification of animals and their offspring.</li> <li>• Comparison of living things.</li> <li>• Life cycles of living things.</li> <li>• Describing changes of living things.</li> </ul>	
PSHE	<b>Autumn</b>	<p><b>Identity &amp; Relationships -</b></p> <ul style="list-style-type: none"> <li>• <b>Be yourself</b> - Being confident to discuss feelings, changes and express opinions politely all contribute to good mental health and wellbeing.</li> <li>• <b>Friends</b> – Understand that relationships can shape our sense of belonging, our feelings of identity and purpose, our self-esteem and our overall well being.</li> <li>• <b>Family</b> - Explore the people who love and care for them and what these people do to help them feel cared for. Looking at different types of families, and identifying common features of family life.</li> </ul>	<p>Newspaper articles</p> <p>Scripts</p> <p>Story books</p>

	<p><b>Spring</b></p>	<ul style="list-style-type: none"> <li>● <b>Feelings</b> - Understanding different feelings; how emotions felt on the inside might look on the outside; how to support others when they are experiencing different emotions.</li> <li>● <b>We are all Different</b> - Learning about the things that affect everyday feelings, identifying individual strengths and qualities, understanding and managing peer influence and building and developing self-respect and learning strategies to improve or support courteous relationships.</li> </ul> <p><b>Digital Wellbeing</b></p> <ul style="list-style-type: none"> <li>● <b>Using the internet safely and confidently</b> - Explore the positive and negative uses of the Internet, what digital wellbeing is and how to take steps to look after and enhance digital health.</li> <li>● <b>Sharing online information</b> - Learning about information and data sharing as well as how to recognise appropriate things to share or not share on social media.</li> <li>● <b>Social media</b> - Explore the ways in which social media and the internet can be used both positively and negatively</li> <li>● <b>Online relationships</b> - identify what a good friend is and what makes relationships healthy offline. Recognising inappropriate online behaviour and feeling confident about ways to help and access support.</li> <li>● <b>Fake news</b> - Explore what 'fake news' is and to be able to tell if something online is reliable or not.</li> <li>● <b>Staying happy &amp; healthy online</b> - Explore the potential risks of using digital technology and how to stay healthy, happy and safe online.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● <b>Responsibilities</b> – Understanding responsibilities that come along with growing independence</li> </ul>	<p>Votes For Schools</p> <p>Primary source, historical photographs and texts</p> <p>Poetry and literature extracts</p> <p>Artist responses</p> <p>Human Rights Act</p> <p>UNICEF films</p> <p>Cartoons</p> <p>Films made by young people</p> <p>UNICEF resources and plans</p>
	<p><b>Summer</b></p>		

	<p><b>Throughout</b></p>	<ul style="list-style-type: none"> <li>● <b>Risks, hazards and danger</b> - both at home and when out and about around roads, railways, water and fireworks.</li> <li>● <b>Pressure (Including peer pressure)</b> - being put under pressure to do things that might make them unsafe and how to avoid dares.</li> <li>● <b>Safety</b> - regarding household objects and substances, including drugs (medicines).</li> <li>● <b>How to get help</b> – Knowing how to get help when needed in responding to emergency situations.</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b> – We have outreach visits from organisations including visits from the NSPCC.</p> <p><b>UNICEF RRSA -</b></p> <p>We are a silver Rights Respecting School and as such, specific sessions are run throughout the school year to make sure all our young people know what their rights are. We link all our lessons, across the curriculum, to the articles but explore them deeper in our PSD curriculum</p>	<p>We have developed our own RRSA resource pack which all students are given</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security, and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are quite different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> </ul>

	<ul style="list-style-type: none"> <li>● The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers, and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g., family, school and/or other sources</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> </ul>

	<ul style="list-style-type: none"> <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>
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>
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> </ul>

- 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		Ward/sector	
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	