

Relationship and sex education policy

Ralph Sadleir School



Approved by:	Julia Tye	Date: 25.9.23
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Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development.....	4
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	5
7. Use of external organisations and materials	6
8. Roles and responsibilities	7
9. Parents' right to withdraw	8
10. Training.....	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map	10
Appendix 2: By the end of ks3.....	15
Appendix 3: Parent form: withdrawal from sex education within RSE.....	18



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.
- Reflect Ralph Sadleir's ethos and our 'Ralphie' values - values that include respect, achievement, learning, perseverance, happiness, independence and encouragement.
- To create a PSHE education curriculum, which includes Relationships Education for key stage 2 pupils, and Relationships and Sex Education for key stage 3 pupils, together with health education for all pupils.
- To design a curriculum that builds on our 'safe, caring and positive' ethos.
- To support pupils in the middle school stage of their education
- To help pupils examine RSE in the context of healthy and loving relationships and family life. RSE can help pupils develop a positive self-image, high self-esteem, responsibility for themselves and others and the ability to start to consider informed decisions.
- To encourage pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and to start to develop assertiveness within a range of different situations.

To focus understanding of physical development at appropriate stages. Pupils will explore changes during puberty and reproduction (enhancing what is taught in science lessons) as well as learning.

In addition:

We will cover all the core themes of Health and Wellbeing, Relationships and Living in the Wider World. These topics have been arranged in a manner that is relevant to pupils at Ralph Sadleir so that timely exploration, at an appropriate point in the school year, can be made to build on and enhance pupils' experiences. Our intention is to provide a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited. The school works closely with our feeder schools (both lower and Page 4 of 14 upper), sharing ideas and curriculum mapping so that the sequence of work from KS1 to KS4 is suitably effective for our respective pupils.

2. Statutory requirements

Relationships Education is now compulsory in all primary schools in England and Relationships and Sex Education (RSE) is compulsory in all secondary schools. Health Education is also compulsory in all state-funded schools.

As a middle school, we follow the guidance for both primary and secondary schools:

- Health Education (HE) is compulsory in all state-funded schools.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)



Ralph Sadleir School

- Equality Act (2006)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

We must provide relationships education to all our primary aged pupils (Years 5 and 6) as per section 34 of the Children and Social work act 2017. In addition, we must provide RSE to all our secondary aged pupils (Years 7 and 8), as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. The science curriculum at Ralph Sadleir focuses on the anatomical detail of the human body as detailed below:

- Key Stage 2 (KS2) - reproduction within Life Processes and a small comparison of gestation periods with other animals.
- Key Stage (KS3) reproduction - structure and function of human genitalia, hormones and birth.

At Ralph Sadleir School, we teach RSE (through our PSHE and science curriculum) as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE (Relationships and Sex Education) 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.

Our curriculum is designed to support pupils growing up in an increasingly complex and digital world. Whilst the internet can be an overwhelmingly positive tool for many, it does present significant challenges, particularly for children and young people. Challenges include the impact of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources. RSE aims to support the school to help pupils make the right decisions and keep them safe and happy.

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, pupils and staff, and taking into account 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

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 in KS2 focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships
- Positive relationships
- Online relationships
- Being safe
- Consent
- Puberty in girls and boys
- Attraction
- Introduction to FGM (Female genital mutilation)

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE in KS3 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
- FGM
- 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, LGBT 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.

6.1 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.

6.2 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.

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.
- 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 governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way



Ralph Sadleir School

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff responsible for teaching PSHE/RSE at Ralph Sadleir include:

Ms K. Coppen – Year 5 form tutor

Mr J. Brooks – Year 5 form tutor

Ms J. Fairbank – Year 5 form tutor

Mr J. Haigh – Year 5 form tutor/ HLTA

Miss H. Gordon – Year 6 form tutor / Reading lead

Miss K. Sperrin – Year 6 form tutor / KS2 phase lead

Mrs S. Hindhaugh – Year 6 form tutor / PSHE & SEMH lead

Mr S. Morgan – Year 7/8 form tutor / KS3 phase lead / deputy DSL / Attendance officer

Ms M. Berto – Year 7/8 form tutor / Humanities lead

Ms C. Dobson – Year 7/8 form tutor / KS3 teacher

Mr B. Grist – Year 7/8 form tutor / Computing lead

Mrs E. McLean – Year 7/8 form tutor / Science lead

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

KS2 - Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

KS3 - 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 schoolwork will be given to pupils who are withdrawn from sex education.

10. Training



Ralph Sadleir School

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 Mrs S. Hindhaugh (PSHE Lead) through book monitoring; learning walks; team meetings; one-to-one discussions with staff, and through assessment data.

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

The PSHE lead will review this policy annually. At every review, the governing body and the Headteacher will approve the policy.

Appendix 1: Curriculum map

PSHE + Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 1	Living in the Wider World – 1) Internet & Screen time 2) Age Restrictions 3) Careers & Stereotypes 4) Fake News 5) Fireworks & Bonfire
	Autumn 2	Health and Wellbeing – 1) Understanding Emotions 2) Feelings & Emotions 3) Self-esteem 4) Mental Health Introduction 5) Physical Health & Symptoms of Illness 6) FGM Introduction
	Spring 1	Relationships Education – 1) Caring for Babies 2) Gender Identity & LGBTQ+ Introduction 3) Online Behaviour & Risks 4) Stranger Danger 5) British Values
	Spring 2	Living in the Wider World – 1) Success & Achievement 2) Independence & Responsibility 3) Courtesy & Manners 4) Change, Grief & Loss 5) The Environment & Climate Change
	Summer 1	Health and Wellbeing – 1) Healthy Habits 2) Sleep Hygiene 3) Sun Safety 4) Medicines and Household Safety 5) First Aid
	Summer 2	Relationships Education - 1) Behaviour & Respect 2) Friendships & Feeling Left Out 3) Friendships 4) Peer Pressure 5) Loving Stable Families
Year 6	Autumn 1	Health and Wellbeing – 1) Healthy Living 2) Being Healthy 3) Dental Hygiene 4) Germs Bacteria & Viruses
	Autumn 2	Relationship Education - 1) Positive Relationships 2) Disagreeing Respectfully 3) Family, Marriage & Civil Partnerships 4) Love and Abuse 5) Online Gaming Safety 6) British Values



Ralph Sadleir School

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	Living in the Wider World - 1) Help & Advice 2) Identity & Community 3) Diversity 4) social media 5) Online Privacy & Data
	Spring 2	Health and Wellbeing - 1) Body image 2) Girls' Puberty 3) Boys' Puberty 4) Hormones & Emotions 5) Mental health 6) Alcohol 7) Drugs
	Summer 1	Relationship Education - 1) Bullying 2) Bullying or Teasing? 3) Consent 4) Attraction 5) Human Reproduction
	Summer 2	Living in the Wider World - 1) What is Money? 2) Attitudes about Money 3) Personal Safety
Year 7	Autumn 1	Health and Wellbeing – 1) Health introduction. 2) Keeping healthy - Food groups, diet and nutrition. 3) Eating responsibly – Food labels and health hazards. 4) Healthy Living – exercise and keeping active. 5) Not eating healthily 6) Energy drinks 7) cigarettes and vaping
	Autumn 2	Living in the Wider World – 1) Being an aspirational student 2) The importance of self-esteem 3) Budgets 4) Savings 5) Financial transactions 6) Financial products
	Spring 1	Relationships Education – 1) Positive and toxic relationships 2) Family relationships 3) Love 4) Anger, 5) British Values
	Spring 2	Health and Wellbeing – 1) Puberty 2) Periods 3) FGM 4) Depression 5) Drugs
	Summer 1	Living in the Wider World – 1) Ethical shopping 2) Wants and needs 3) Safe social media 4) Stereotypes 5) Racism 6) Resilience
	Summer 2	Relationships Education – 1) Safe relationships on/off-line 2) Cyberbullying 3) Personal identity 4) Diversity 5) Extremism and radicalisation 6) Who are the LGBT+ community and what would they like us to know?
Year 8	Autumn 1	Health and Wellbeing – 1) Personal development 2) Self-Confidence 3) Managing behaviour 4) Teenage pregnancy/ Prevention 5) Stereotyping, discrimination, and prejudice. Disability focus



Ralph Sadleir School

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Autumn 2	Living in the Wider World – 1) Internet Safety 2) Environment 3) Careers and communication skills 4) Teamwork 5) Entrepreneurs
	Spring 1	Relationships Education – 1) safe sex and contraception 2) Good sexual health and STI's 3) Consent 4) Sexting 5) Dangers of pornography 6) Body Image
	Spring 2	Health and Wellbeing – 1) Emergencies/ Personal safety 2) Vaping 3) Mindfulness/Mental health 4) Emotional literacy 5) Cancer awareness
	Summer 1	Living in the Wider World – 1) LGBTQ+ / Homophobia 2) Stereotyping, discrimination and prejudice. (Teens and the media focus.) 3) Finance – income/expenditure 4) Finance – savings 5) Finance – National insurance and tax 6) Finance – Taxes
	Summer 2	Relationships Education – 1) Extremist groups 2) Religious extremists and converts 3) Islamophobia 4) Stereotyping, discrimination and prejudice. Religion focus. 5) British Values 6) Domestic conflict



Appendix 2: By the end of KS2

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">● That families are important for children growing up because they can give love, security and stability.● 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● 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.● 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.● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">● How important friendships are in making us feel happy and secure, and how people choose and make friends.● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.● 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.● 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



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• 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.• 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.• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not.• 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.• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• 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.• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g., family, school and/or other sources



Appendix 2: By the end of ks3

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status, e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• What constitutes sexual harassment and sexual violence and why these are always unacceptable?• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none">• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.• What to do and where to get support to report material or manage issues online• The impact of viewing harmful content• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.• How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.● That they have a choice to delay sex or to enjoy intimacy without sex● The facts about the full range of contraceptive choices, efficacy and options available● The facts around pregnancy including miscarriage.● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.● How the use of alcohol and drugs can lead to risky sexual behaviour● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	