

Park Academy West London

Relationships, sex and health education policy

Version control	
September 2023	Reviewed, link removed in section 3
September 2022	Reviewed, 9.1 change to person reviewing policy
October 2021	Reviewed, appendix 3 added
September 2020	New Policy

Date of next review:	September 2024	Owner:	Principal
Type of policy:	Academy	Approval level:	Regional Board

Contents

1. Links to other policies
2. Aims
3. Definition
4. Statutory requirements
5. Policy development
6. Curriculum
7. Delivery of RSHE
8. Inclusion
9. Roles and responsibilities
10. Parents' right to withdraw
11. Training
12. Monitoring arrangements

Appendix 1: Curriculum map

Appendix 2: By the end of primary school pupils should know *delete as applicable

Appendix 2: By the end of secondary school pupils should know *delete as applicable

1. Links to other policies

The RSHE policy links to the Wellness Curriculum which has been developed by the Aspirations Trust to help promote positive mental health and emotional well-being in our pupils and to teach our pupils' self-responsibility for their behaviour and their lifestyle choices.

The Safeguarding and CP Policy is also relevant to this policy.

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- 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

- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils

3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours.

4. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At our Academy we teach RSHE as set out in this policy.

5. 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 – Wellness lead 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 and need from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum as well as through Deep Learning Days. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) which is taught during PSHE lessons and Deep Learning Days.

Lessons are taught by subject specialist teachers, experienced teachers and occasionally by external agencies such as school nurses or youth workers.

RSHE 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 RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The delivery of RSHE will be monitored just like any other subject, for example through:

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers termly through summative data. Pupils should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

8. Inclusion

All pupils have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads as well as the Safeguarding Leads both have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the Wellness Curriculum and the RSHE Policy. This policy will be reviewed by the PSHE Lead annually. At every review, the policy will be approved by the RB.

9.2 The Principal

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 10).

9.3 Staff

Staff are responsible for:

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

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

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

10. 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 Academy 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 Principal.

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

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

11. Training

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

12. Monitoring arrangements

The delivery of RSHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems.

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

This policy will be reviewed by the Wellness Lead annually.

Appendix 1: Curriculum map

	Autumn 1 <i>Living in the Wider World</i>	Autumn 2 <i>Futures</i>	Spring 1 <i>Relationships</i>	Spring 2 <i>Citizenship and Community</i>	Summer 1 <i>Healthy Living</i>	Summer 2 <i>Emotional Health & Wellbeing</i>
Year 7	Living in the Wider World <ul style="list-style-type: none"> Discrimination and Equality Act 2010 Maintaining friendships Self esteem Wants and needs Prejudice and discrimination Safe social media Ethical consumers 	Financial Decision Making <ul style="list-style-type: none"> Introduction to Unifrog Managing money Budgeting basics and planning for the future Keeping money safe Developing a careers profile 	Relationships <ul style="list-style-type: none"> Families Marriage and different commitments Love and new feelings Bullying or banter? Safe and positive relationships 	Values <ul style="list-style-type: none"> Personal core values Core values of School and community British Citizenship British Values Identify Online radicalization 	Healthy Lifestyles <ul style="list-style-type: none"> Healthy lifestyle Balanced diets Unhealthy living Healthy active lifestyles Smoking Dangers of drugs 	Personal Safety <ul style="list-style-type: none"> Recognising good mental health Anger Puberty Menstrual cycle FGM Basic First Aid
	Deep Learning Activity: Team Building Day (Army)	Deep Learning Activity: Smoking & Drugs Assembly (SORTED)			Deep Learning Activity: Your Life You Choose (Met Police)	
Year 8	Discrimination, Prejudice and Challenges <ul style="list-style-type: none"> Discrimination and Equality Act 2010 Disabilities Homophobia Teenagers Online grooming Environmental issues 	Careers and Finance <ul style="list-style-type: none"> Budgeting Income and expenditure Borrowing money Keeping safe from fraud Communication Your skills, your team, your future 	Sex, Relationships and Conflict <ul style="list-style-type: none"> Consent Contraception Dangers of pornography Dangers of sexting and image sharing STIs Male body image Domestic conflict 	Prejudice, Values, Extremism & Cults <ul style="list-style-type: none"> Tolerance Radical groups Extremism Prevent Prejudice and discrimination: religion 	Looking after our Health <ul style="list-style-type: none"> Vaping, nicotine and addiction Cancer awareness Personal safety and First Aid Teenage pregnancy 	My Goals, Behaviour and Emotions <ul style="list-style-type: none"> Self confidence and goals Personal Development an Target Setting Managing my behaviour to achieve Self awareness Mindfulness
		Deep Learning Activity: Safety First (Emergency Services)	Deep Learning Activity: Prison? Me? No Way! (Met Police)		Deep Learning Activity: Alcohol Workshop (SORTED)	
Year 9	Rights and Responsibilities <ul style="list-style-type: none"> Discrimination and Equality Act 2010 UNICEF Trafficking Sustainability Young offenders Knife crime 	Careers and Enterprise <ul style="list-style-type: none"> Understanding and managing debt Pay slips and deductions Financial technology Aiming high and dream careers Employment rights and responsibilities 	Healthy Relationships with Ourselves and Others <ul style="list-style-type: none"> Eating disorders Body image CSE Abusive relationships Peer pressure LGBTQAI+ community 	Place in the Local Community – First Give <ul style="list-style-type: none"> Working together to improve their community Skills development – active listening, clear communication, negotiation and compromise 	Our Health & Personal Safety <ul style="list-style-type: none"> Alcohol awareness Drugs and the Law Vaccinations Organ and blood donation Stem cells Acid attacks Self-harm 	Achieving Good Mental Health <ul style="list-style-type: none"> Behaving to achieve Human rights: access to education Interpersonal skills Growth Mindset Stress and anxiety Selfie safety
		Deep Learning Activity: Gambling Assembly (Talk Gen)	Deep Learning Activity: DSM Foundation Cannabis Workshop (SORTED)	Deep Learning Activity: Gender and Sexual Orientation (Brook)		
Year 10*	Managing Emotions <ul style="list-style-type: none"> Equality Act 2010 Time management including screen time Managing social anxiety Social media & self esteem Suicide Dealing with grief 	The Work Place <ul style="list-style-type: none"> Study Skills The right career for me Workplace Skills Health & Safety at Work Rights in the workplace Trade Unions 	Relationships <ul style="list-style-type: none"> Conflict management Forced & arranged marriages Harassment & stalking Revenge porn Relationships with role models Same sex relationships 	Society <ul style="list-style-type: none"> Community cohesion Criminal justice system Anti-social behaviour Money laundering Terrorism & holy war Overt & covert racism 	Sexual Health <ul style="list-style-type: none"> Unsafe sex Fertility & reproductive health Healthy pregnancies Miscarriage Parenting 	Choices <ul style="list-style-type: none"> Unplanned pregnancies Adoption and fostering Abortions Organ and stem cell donation Monitoring health checks

	Deep Learning Activity: Parliament & Court	Deep Learning Activity: Finance Day		Deep Learning Activity: County Lines Workshop (SORTED)	Deep Learning Activity: Sexual Health Workshops (Brook)	Deep Learning Activity: Screening & Self Checks
Year 11*	The Wider World <ul style="list-style-type: none"> Equality Act 2010 Multiculturalism Extremism Globalisation Internet safety & the dark web Cybercrime and online fraud Pollution, plastics and environment 	Preparation for the Future <ul style="list-style-type: none"> Study Skills Applying to Sixth Form/College Preparing for interviews Independent Living Health & safety at work 	Relationships <ul style="list-style-type: none"> Bullying and body shaming Types of relationships Consent, rape & sexual harassment Revenge porn Relationship break up Happiness & positivity 	Risks <ul style="list-style-type: none"> Risk taking & decision making Gambling and online gambling Digital footprints Personal safety Tattoos and piercings Binge drinking 		
	Deep Learning Activity: Careers Workshops incl. Study Skills	Deep Learning Activity: Alcohol Workshops (SORTED)	Deep Learning Activity: Sexual Harassment (Brook)			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Living in the Wider World</i>	<i>Emotional Wellbeing</i>	<i>Relationships</i>	<i>Personal Health</i>	<i>Futures</i>	<i>Risk & Safety</i>
Year 12	Society <ul style="list-style-type: none"> Discrimination and Equality Act 2010 Critical thinking skills Free speech and hate speech Social Justice & religion Honour based violence 	Health and Wellbeing <ul style="list-style-type: none"> Relaxation Cosmetic and plastic surgery Gender identity Unplanned pregnancy Miscarriage 	Relationships <ul style="list-style-type: none"> Bullying and body shaming Types of relationships Consent, rape & sexual harassment Date rape Relationship break up Happiness & positivity 	Managing Mental Health <ul style="list-style-type: none"> Organ donation Recognising mental health issues (anxiety; depression; eating disorders; self-harm; compulsive behaviours) Reducing stress and anxiety 	The Next Steps <ul style="list-style-type: none"> Work ethic Computer literacy employability skills Apprenticeships Plagiarism Problem solving Leadership skills 	Safety in the Wider Community <ul style="list-style-type: none"> Travelling safely Getting home and avoiding drink driving Gap Year Travelling abroad Local customs Health issues
	Deep Learning Activity: Safe Drive, Stay Alive (LFB) Party Drugs (SORTED)	Deep Learning Activity: Well Being Day Gambling Assembly (Talk Gen)		Deep Learning Activity: Business/Enterprise Day	Deep Learning Activity: Aim Higher 1	Deep Learning Activity: Aim Higher 2
Year 13	Society <ul style="list-style-type: none"> Discrimination and Equality Act 2010 Sex & the media Culture wars and the media Call out culture Cultural Appropriation 	Leading a Healthy Lifestyle <ul style="list-style-type: none"> Mental Fitness Healthy Eating Self love & Self Care Different types of fitness 	Relationships <ul style="list-style-type: none"> Types of relationships Sex: Readiness and encounters Controlling relationships Ageism and prejudice Tolerating intolerance Online subcultures and extremism 	Managing Mental Health <ul style="list-style-type: none"> Organ donation Recognising mental health issues (anxiety; depression; eating disorders; self-harm; compulsive behaviours) Reducing stress and anxiety 		
	Deep Learning Activity: Living Away from Home Day Safe Drive, Stay Alive (LFB) Party Drugs (SORTED)	Deep Learning Activity: Well Being Day	Deep Learning Activity: Parliament Day			

* Delivered in Academic Mentoring or as Deep Learning Opportunities throughout the year

Appendix 2:

By the end of secondary school pupils should know

This guidance is adapted from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#) and has been mapped against the 6 core components of the Wellness curriculum.

TOPIC	PUPILS SHOULD KNOW
Physical Wellness	<ul style="list-style-type: none"> ● <u>EXERCISE AND FRESH AIR</u> ● Pupils understand: the characteristics and mental and physical benefits of an active lifestyle ● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ● about the science relating to blood, organ and stem cell donation. ● <u>HEALTHY DIET</u> ● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. ● <u>AVOIDING UNHEALTHY HABITS</u> ● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● the law relating to the supply and possession of illegal substances. ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● the physical and psychological consequences of addiction, including alcohol dependency. ● awareness of the dangers of drugs which are prescribed but still present serious health risks. ● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. ● <u>SELF CARE</u> ● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (late secondary) the benefits of regular self-examination and screening. ● the facts and science relating to immunisation and vaccination.

	<ul style="list-style-type: none"> ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. ● Understanding changing bodies ● the main changes which take place in males and females, and the implications for emotional and physical health.
Emotional Wellness	<p><u>HEALTHY MIND</u></p> <ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p><u>Feeling safe</u></p> <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). <p><u>Being free from prejudice and discrimination - ONLINE</u></p> <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. <ul style="list-style-type: none"> ● 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. <p>Internet safety and harms</p> <ul style="list-style-type: none"> ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

	<ul style="list-style-type: none"> • 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.
Intellectual Wellness	<p><u>First Aid:</u></p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed
Interpersonal Wellness	<p><u>Respectful relationships, including friendships</u></p> <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. <p>Stable relationships</p> <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.

	<ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. <p><u>Family Life</u></p> <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. • 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. <p>Intimate and sexual relationships, including sexual health</p> <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.
--	--

	<ul style="list-style-type: none"> • 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 and menopause. • 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	