



The Bemrose School

Relationships and Sex Education (RSE) Policy 2025-26

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Pupils can develop an awareness of their own personal development and well-being.

2. Statutory requirements

In the **Primary Phase** we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social Work Act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Bemrose School we teach RSE as set out in this policy.

In the **Secondary Phase** 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](#).

- [Equality Act 2010](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Children and Social Work Act 2017](#)
- [\[Updated\] DfE \(2024\) 'Keeping children safe in education \(2024\)'](#)
- [\[New\] DfE \(2021\) 'Teaching about relationships, sex and health'](#)
- [DfE \(2019\) 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- [DfE \(2015\) 'National curriculum in England: science programmes of study'](#)

3. Definition

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.

RSE is also 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.

4. Curriculum

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

We have developed the curriculum, taking into account the age, needs and feelings of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Pupil voice is used to inform planning. Our curriculum has been developed to ensure contextual information relevant to our setting are embedded. Key themes include:

- Sexual harassment
- Online safety and bullying
- Sexual consent
- Pregnancy

- Gender stereotypes
- Family types including marriage

Primary sex education will focus on:

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

Curriculum links

- The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:
- Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals. RSE is delivered throughout the PSHE curriculum.

For more information about the curriculum, see the curriculum roadmap in Appendix 1.

5. Delivery of RSE

In the Primary Phase, RSE is taught by the class teacher and delivered through the PSHE, Science, Citizenship and circle time lessons. In the Secondary Phase, RSE is taught within the PSHE curriculum. Biological aspects of RSE are also taught within the Science, Form Time curriculum and other aspects are included in Religious Education (RE). Pupil voice is gathered throughout each academic year and this informs/shapes the curriculum direction to meet the local needs.

For Secondary pupils, a stand-alone sex education session may be delivered by the school nurse.

Primary Phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Consent and sexual harassment
- Online safety, media and bullying
- Reproduction and reproductive health including puberty, pregnancy, contraception and sexual health.
- Celebrating diversity linked to all protected characteristics
- Healthy relationships including friendships and families including marriage and the law
- Being safe and managing risk

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

Post-16

Delivered by a designated team of teachers , in Year 12 and Year 13, RSE content is covered through the following focus in lessons:

- Control in relationships
- Contraception
- STIs
- Child Sexual Exploitation
- LGBT+ rights

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).

6. Roles and responsibilities

6.1 The Governing Body

The governing body will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

- Reviewed Jan 2020
- Reviewed April 2021
- Reviewed April 2022
- Reviewed April 2023
- Reviewed April 2024
- Reviewed April 2025

6.2 The Executive Headteacher

The Executive 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 7).

6.3 The PSHE lead is responsible for overseeing the delivery of RSE and health education.

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Advising and adapting content to meet needs
- Delivering smaller group sessions that are contextually appropriate.

6.4 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for 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 Executive Headteacher.

Primary classroom teachers are responsible for the delivery of the PSHE programme in EYFS, KS1 and KS2.

Humanities teachers and those with PSHE allocated to their timetable are responsible for the delivery of KS3, KS4 and KS5 provision. Form tutors may explore elements of RSE with the pupils in their form. Learning walks take place to monitor delivery.

6.5 Pupils

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

7. Parents' right to withdraw

Primary Phase

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

Secondary Phase

Parents have the right to withdraw their children from the non-statutory components of sex education, but not health or relationships, 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 4 of this policy and addressed to the Executive Headteacher. This must specify the specific content area of the RSE curriculum for which the request is being forwarded.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

A request which results in a withdrawal will have the duration of one academic year, in which time pupils will be covering different age-appropriate RSE content. A new request form must be submitted for each academic year.

As of April 2025 there have been no formal parental withdrawal requests.

8. Training

A select team will deliver and are familiarised with the RSE programme of study. Teachers are trained on the pastoral nature of their role.

The Deputy Headteacher: Inclusion, or the lead teacher for PSHE may invite professionals from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the Head of the Primary Phase and the Assistant Headteacher – Personal Development, through:

- Line management meetings with lead teachers, with responsibility for PSHE in both phases
- Reviews of schemes of work and lesson observations.
- Pupils' development in RSE is monitored by class teachers as part of the internal assessment system including learning walks and the internal faculty review process.

This policy will be reviewed by the Executive Headteacher every year and at every review, the policy will be approved by the Governing Board.

This will correspond with the safeguarding audit which the Governors will monitor.

10. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's

Behaviour Policy. PSHE staff have yearly training on delivering controversial issues in the classroom and managing discriminatory and prejudiced views expressed in the classroom and beyond.

The school will be aware that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, ageappropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

11. Assessment

The school will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Discussion based on activities during lessons
- Reflection and assessment for learning during lessons
- Knowledge checks at the end of each unit
- Exam style questions where appropriate (in subjects that cover RSE content such as science)

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEMES
EYFS (SCARF SOW)	<p>Me and my relationships: All about me, My special people, My feelings, same and different, Different families and homes.</p> <p>Keeping myself safe: People who help keep me safe, keeping my body safe, listening to my feelings.</p> <p>Rights and responsibilities: looking after myself and friends</p> <p>Growing and changes: life stages, move your body, changing bodies</p>
KS1 Year 1 (SCARF SOW)	<p>Health and wellbeing: Our feelings, super sleep, keeping safe, growing and changing</p> <p>Relationships: healthy relationships, feelings and emotions, valuing differences, good friends</p> <p>Living in the wider world: Basic first aid, looking after our money</p>
KS1 Year 2 (SCARF SOW)	<p>Health and wellbeing: what does my body do?, respecting privacy</p> <p>Relationships: bullying or teasing, feeling safe, being happy, acts of kindness,</p> <p>Living in the wider world: Basic first aid, looking after our environment</p>
KS2 Year 3 (SCARF SOW)	<p>Health and wellbeing: risk robot, alcohol and cigarettes, special pets,</p> <p>Relationships: body space, respect, celebrating our differences</p> <p>Living in the wider world: my community, volunteers, earning money</p>

KS2 Year 4 (SCARF SOW)	<p>Health and wellbeing: dangers, risks and hazards, medicines</p> <p>Relationships: body changes and periods, different feelings, moving house</p> <p>Living in the Wider World: stereotypes, volunteering, expenses and taxes</p>
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YEAR GROUP	TOPIC/THEMES
KS2 Year 5 (SCARF SOW)	<p>Health and wellbeing: smoking, getting fit, our emotional needs, assertiveness, drugs, puberty and changing bodies</p> <p>Relationships: qualities of friendship, kind conversations,</p> <p>Living in the Wider World: rights, responsibilities and duties, spending money wisely</p>
KS2 Year 6 (SCARF SOW)	<p>Health and wellbeing: self-image, drugs and alcohol, challenging gender stereotypes, media manipulation,</p> <p>Relationships: Let's negotiate, acting appropriately, don't force me</p> <p>Living in the Wider World: facebook friends, tolerance and respect, democracy, jobs and taxes</p>
KS3 Year 7	<p>RSE Content –</p> <ul style="list-style-type: none"> • Puberty and change. • Personal hygiene. • Menstruation and wet dreams. • Mental health and physical changes. • Consent • Types of relationships – families including marriage (both arranged and forced), friendships, online friendships. <p>Science: Human reproductive system, fertilisation, adolescence and puberty, development of the foetus.</p>

KS3 Year 8	<p>RSE Content –</p> <ul style="list-style-type: none"> • Sexual violence and misogyny. • self-image • Consent • Recognising and reporting abuse. • Healthy and unhealthy relationships include grooming. • Influence of intoxicating substances on relationships. • Online, social media and body image, social pressure, positive body image and social media and emotional wellbeing
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YEAR GROUP	TOPIC/THEMES
KS3 Year 9	<p>RSE Content –</p> <ul style="list-style-type: none"> • Consent including boundaries and recognising abuse in relationships including Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE). • How sex leads to pregnancy. • Sexual Transmitted Infections including HIV and Aids and how to prevent them including methods of contraception. • Drugs impacting on decision making. • Sexual pressure and reporting sexual assault. • Online, social media and body image, social pressure, positive body image and social media and emotional wellbeing • Healthy relationships
KS4 Year 10	<p>RSE Content –</p> <ul style="list-style-type: none"> • Relationships linked to the Equality Act 2010. • Healthy relationships including drugs and alcohol impacting on decision making. • Female Genital Mutilation • Child sexual exploitation • Online safety linked to relationships and sex including pornography. • Forced marriage

YEAR GROUP	TOPIC/THEMES
KS4 Year 11	<p>What is consent in a relationship?</p> <ul style="list-style-type: none"> • Consent including marriage, abusive relationships • Fertility treatments including for LGBTQ+ Relationships. • Conception and contraception • Miscarriage • Abortion and adoption • Postpartum is linked to mental and physical effects of pregnancy and birth. • Transphobia • Pornography • Domestic violence, abuse and forced marriage.. • Decision making and informed choices, the dangers of sexting, consequences of accessing pornography. • Child sexual exploitation
Post 16	<ul style="list-style-type: none"> • Arranged and forced marriage. • Effective communication in relationships including the effect of intoxicating substances • Control in relationships • FGM Awareness • LGBTQ+ Relationships • CSE • Reproductive Health • Consent • Sexually Transmitted infections - including stealthing and contraception.

Appendix 2: By the end of Year 6 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>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</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
TOPIC	PUPILS SHOULD KNOW

Being safe	<p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>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</p>
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Appendix 3: By the end of Year 11 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>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</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<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> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
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Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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>

TOPIC

PUPILS SHOULD KNOW

Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
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Appendix 4: KS3/4 Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class/Form	
Name of parent		Date	
Specific content/areas of the units of study for which request is being made			
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	

Addendum: PSHE Learner journey

