



Lode Heath School

Name of Policy	Relationships and Sex Education Policy
Lead	Mr Matt Hickman
Governor Committee	BSII Committee
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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

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

At Lode Heath, we teach RSE as set out in this policy.

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

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

We also have regard to legal duties set out in:

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

At Lode Heath, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students 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 provide feedback about the policy
4. Student consultation – we investigated what the student council wanted from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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

6. Delivery of RSE

Elements of relationships and sex education are delivered through the enrichment curriculum. This includes fortnightly character and personal development lessons (CPD), curriculum in English, Science and

Computing; alongside workshops and performances from external agencies such as Loudmouth theatre group.

Additional content is covered through the ongoing development of the form time and assembly programme.

An overview of the content covered by each subject can be seen in the following table:

Subject	Content Contribution
CPD	Relationships and parenting, online safety
Science	Sex education
English	Relationships
Computing	Online safety

The work done in the enrichment programme encourages students to view their relationships in a morally responsible and healthy manner whilst equipping them with the skills to act upon reasoned decisions.

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

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

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

All 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 students will relate to them and the diverse communities that children live within.
- › Is sensitive to all students' experiences
- › During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that students 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' 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 students. 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 students' 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 associate headteacher to account for its implementation.

8.2 The associate headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

8.4 Students

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

9. Parents' right to withdraw

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

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

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

10. Training

Staff are consulted about training needs as part of the wider character and personal development programme. They are provided with support and additional training where needs are identified.

The associate 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 and to support students.

11. Monitoring arrangements

The delivery of RSE is monitored by Matt Hickman, Assistant Headteacher through:

- close collaboration with those staff who deliver content
- the provision of high quality teaching resources
- learning walks
- book trawls
- staff and student voice

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

This policy will be reviewed by Matt Hickman, Assistant Headteacher, annually. At every review, the policy will be approved by the teaching and learning committee.

Appendix 1: Relationships and sex education curriculum map

Character and Personal Development (CPD)

CPD content focuses on relationships and is selected to be age appropriate for each year group. All lessons are taught in a **dedicated relationships week**, allocated as follows:

	Lesson Content	Objectives
Y7	Love and relationships – falling in love and dealing with new feelings.	Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise. Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.
Y8	Why do teenage parents have it so tough? How we can avoid teenage pregnancy.	Identify the challenges teen parents face as well as any positives about becoming a parent at a young age. Describe options available to young people who find themselves in this situation, where help can be found and what help is available. Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.
Y9	CSE – how are children and young people lured into dangerous relationships. What do these look like?	Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE. Describe three most important red flags for both online and offline safety which suggest cases of CSE. Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.
Y10	Parenting, the different types and styles and looking after a child.	Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby. Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail. Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.
Y11	Relationship types and sexuality	Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive. Explain how we can take our best ideas for an inclusive school and put them into practice. Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.

Science

RSE Content in Science focuses primarily on sex education. Content is covered where possible through lessons from the existing Science curriculum. A further **dedicated RSE week** for each year group ensures that content is not missed. Lessons are allocated as follows for each year group:

	Lesson Content	Objectives
Y7	Boys puberty	Identify the changes both males experience during puberty. Describe the importance of these changes and why they happen and explain the meaning of new key scientific terms related to puberty.
Y7	Periods and Menstruation	Correctly identify the different ways periods and the menstrual cycle affect us, what exactly happens and how we can manage our periods. Describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.
Y7	FGM - areas not at risk	Describe the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for anyone who may be at risk, or who have already been subject to FGM.
Y8	Contraception (2 hours)	Describe the purpose and mechanisms of different forms of contraception. Explain how and where to access contraception and advice. Explain how some contraceptives can prevent both pregnancy and STIs.
Y8	Condoms	Explain why condoms are such a safe, popular and effective method of contraception. Describe accurately how to put on and correctly use a condom.
Y9	Introduction to STIs (2 hours)	Identify the most common STIs and the best ways of preventing them. Explain why using protection is so important and which method of protection best prevents each of the most common STIs.
Y10	Fertility, reproductive health (2 hours)	Explain and correctly identify issues that cause reduced fertility in both males and females and how we can all look after our reproductive health.
Y10	Role of pleasure	Describe the importance of the role of pleasure in intimate relationships.

English

RSE Content in English focuses on relationships education. Many of the lesson themes are already covered within the existing English curriculum as a consequence of the texts that are studied. To ensure that the objectives are met explicitly, this is enhanced by a relationships week in the Spring term which covers the following content:

	Lesson Content	Objectives
Y7	Importance of Trust	Describe how to determine whether other children, adults or source of information are trustworthy and judge when a family, friend, intimate or other relationship is unsafe.
Y7	Marriage	Describe why marriage is an important relationship choice for many couples and why it must be freely entered into.
Y7	Family Relationships	Identify the different types of family and the roles of family members. Describe the changes in family roles since the

		1950s Explain why roles have changed and why we need to learn about different types of families.
Y8	Healthy relationships	Describe what we might expect to see in a healthy relationship and in an unhealthy relationship. Explain the importance of learning about healthy relationships.
Y8	Positive Masculinity	Describe what we mean by positive masculine qualities. Explain what makes the case studies from today great positive male role models.
Y8	Domestic Violence and Abusive Relationships	Identify 'red flags' that someone may be in an abusive relationship. Describe how a person in an abusive relationship could receive help and the services they can access. Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.
Y9	Consent (2 hours)	Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. Explain whether consent has been given in particular situations and how you know this.
Y9	Harassment and Stalking	Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects. Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.
Y10	Misogyny and the Manosphere	Describe what we mean by harmful misogynistic attitudes and behaviours. Explain how listening to self-proclaimed online 'experts' or negative and prejudicial forums can impact our lives for the worse.
Y10	Gaslighting and Emotional Abuse	Describe the meaning of gaslighting and emotional abuse and be able to identify situations where this is happening. Identify what to do in these cases and where to find support.

Computing

RSE Content in Computing focuses on staying safe online with particular focus on sharing of images and pornography. All content is covered in KS3 with one lesson allocated per year group. The Y7 lesson is covered in the Autumn term whilst Y8 and Y9 lessons are covered in the Spring term.

	Lesson Content	Objectives
Y7	Sexting and Image Sharing	Identify the dangers of sexting and whether sexting case studies are committing criminal offenses or not. Describe the consequences of sexting and the legal consequences for those breaking the law. Explain both long and short term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting.
Y8	Pornography, Dangers and Risks	Describe 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.
Y9	Revenge Porn – what is this and how can we prevent ourselves from being victims?	Correctly identify what to do to prevent revenge porn and what to do if you become a victim. Describe the long and short term consequences of sharing intimate images with partners or friends. Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.

Appendix 2: RSHE statutory requirements from the Department for Education.

By the end of secondary school students should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	<ul style="list-style-type: none"> • About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people’s beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	<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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if

TOPIC	PUPILS SHOULD KNOW
	<p>an image of themselves has been shared</p> <ul style="list-style-type: none"> • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	<ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships,	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older,

TOPIC	PUPILS SHOULD KNOW
including sexual health	<p>and that people of all ages can enjoy intimate and romantic relationships without sex</p> <ul style="list-style-type: none"> • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, 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/CARERS			
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/carer signature			

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