# Relationships and Sex Education Policy
## Wollaston School

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|---|---|
| **Date Ratified by Governors** | **January 2023** |
| **Date of Review** | **January 2024** |

# Contents

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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

## 2. Statutory requirements

As a secondary academy school 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 Wollaston School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations

3. Parent consultation – the original policy (2021) underwent a consultation period prior to ratification from governors and is published on the website to parents for ongoing feedback/consultation.

4. Pupil consultation – we investigate what pupils want from their RSE provision in a 'start of year' activity for all students and follow this up with regular reflection through the year in pastoral sessions. Drop boxes are also available throughout the year for students to feedback and make suggestions.

5. Ratification – once amendments are made, the policy is shared with governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

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 they are fully informed and don't seek answers online.

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is delivered through designated PSHE/RSE sessions on the weekly pastoral schedule, assemblies and personal development day activities. Biological aspects of RSE are taught within the science curriculum, online and media are taught within the computer science curriculum, and other aspects are included in Ethics and Philosophy (E&P).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional on personal development days.

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

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.

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

# 7. Roles and responsibilities

## 7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.   The named safeguarding Governor will quality assure delivery of RSE annually, alongside the Assistant Headteacher (safeguarding).

## 7.2 The headteacher

The headteacher holds ultimate responsibility for ensuring that RSE is taught consistently across the school, and for ensuring that requests to withdraw pupils from non-science components of RSE are actioned in accordance with statutory guidance. (see section 8).

The headteacher delegates operational responsibility for RSE to the Assistant Headteacher (Safeguarding).

## 7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 headteacher.

Assistant Headteacher/DSL has overall responsibility for the design of the RSE curriculum.

All teachers within the school may be required to deliver aspects of the curriculum through tutor-time activities, subject-specific teaching and contribution to personal development day activities.

## 7.4 Pupils

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

# 8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 RSE rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team will discuss the request with parents and make the appropriate arrangements.

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

## 9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Assistant Headteacher/DSL, Heads of Year and wider SLT through:

- Tutor time learning walks
- Observations of personal development day activities
- Student voice activities

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

This policy will be reviewed by Assistant Headteacher DSL annually. At every review, the policy will be approved by the headteacher and governing body.

**Appendix 1: Curriculum map**

**Relationships and sex education curriculum map**

| Year/Term | PSHE Topic | RSE Theme | RSE Details |
|---|---|---|---|
| 7 / A1 | Transition and Safety | Respectful relationships, including friendships | • practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>• 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. |
| 7 / A2 | Developing skills and aspirations | Respectful relationships, including friendships | • 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). |
| 7 / Sp1 | Diversity | Respectful relationships, including friendships<br><br><br><br><br><br><br><br>Online and media | • 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).<br>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.<br>• 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.<br>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. |
| 7 / Sp2 | Health and puberty | Respectful relationships, including friendships | • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.<br>• what constitutes sexual harassment and sexual violence and why these are always unacceptable. |
| 7 / Su1 | Building relationships | Being safe<br><br><br><br><br>Families | • 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<br>• 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 |

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| | | Respectful relationships, including friendships | reporting concerns about others, if needed. <br>• 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. <br>• practical steps they can take in a range of different contexts to improve or support respectful relationships. <br>• 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). <br>• 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. <br>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <br>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. <br>• what constitutes sexual harassment and sexual violence and why these are always unacceptable. <br>• 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. |
| 8 / A1 | Drugs and alcohol | Intimate and sexual relationships, including sexual health | • how the use of alcohol and drugs can lead to risky sexual behaviour. |
| 8 / Sp1 | Discrimination | Respectful relationships, including friendships | • practical steps they can take in a range of different contexts to improve or support respectful relationships. <br>• 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). <br>• 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. <br>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. |

| 8 / Sp2 | Emotional wellbeing | Online and media | • 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.<br>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.<br>• what to do and where to get support to report material or manage issues online.<br>• the impact of viewing harmful content.<br>• 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. |
|---|---|---|---|
| 8 / Su1 | Identity and relationships | Respectful relationships, including friendships<br><br>Intimate and sexual relationships, including sexual health | • 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.<br>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.<br>• 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.<br>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.<br>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
| 8 / Su2 | Digital literacy | Online and media | • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.<br>• 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.<br>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.<br>• what to do and where to get support to report material or manage issues online.<br>• the impact of viewing harmful content.<br>• 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. |

| | | Being safe | • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.<br>• how information and data is generated, collected, shared and used online.<br>• 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). |
|---|---|---|---|
| 9 / A1 | Peer influence, substance use and gangs | Respectful relationships, including friendships | • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. |
| 9 / Sp1 | Respectful relationships | Families<br><br><br><br>Respectful relationships, including friendships | • that there are different types of committed, stable relationships.<br>• how these relationships might contribute to human happiness and their importance for bringing up children.<br>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.<br>• practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| 9 / Sp2 | Healthy lifestyle | Intimate and sexual relationships, including sexual health | • 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.<br>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. |
| 9 / Su1 | Intimate relationships | Online and media<br><br><br>Intimate and sexual relationships, including sexual health | • 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.<br>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.<br>• that they have a choice to delay sex or to enjoy intimacy without sex.<br>• the facts about the full range of contraceptive choices, efficacy and options available.<br>• the facts around pregnancy including miscarriage.<br>• 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).<br>• 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. |

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| | | | • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.<br>• how the use of alcohol and drugs can lead to risky sexual behaviour.<br>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
| 9 / Su2 | Employability skills | Respectful relationships, including friendships | • 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. |
| 10 / Sp1 | Healthy relationships | Online and media | • 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.<br>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.<br>• what to do and where to get support to report material or manage issues online.<br>• the impact of viewing harmful content. |
| | | Intimate and sexual relationships, including sexual health | • 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.<br>• 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. |
| | | Being safe | • 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). |
| 10 / Sp2 | Exploring influence | Respectful relationships, including friendships | • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. |
| 10 / Su1 | Addressing extremism and radicalisations | Being safe | • 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 |
| 11 / A1 | Building for the future | Online and media | • how information and data is generated, collected, shared and used online. |
| 11 / Sp1 | Communication in relationships | Online and media | • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.<br>• 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 |

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|---|---|---|---|
| | | Being safe<br><br>Families<br><br><br><br>Respectful relationships, including friendships | online).<br><ul><li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li><li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul> |
| 11 / Sp2 | Independence | Intimate and sexual relationships, including sexual health | <ul><li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul> |
| 11 / Su1 | Families | Families | <ul><li>that there are different types of committed, stable relationships.</li><li>how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>the characteristics and legal status of other types of long-term relationships.</li><li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li></ul> |

Post-16 Provision

| Term | Dates | Rotation of Mentors | Type of Activity | Link to PSHE/RSE programme of study |
|---|---|---|---|---|
| Oct | 11/10/2021 | S. Goodge | Assembly: Relationship values | R1- R3 |
| | 18/10/2021 | | Activity: Inclusion | R25 |
| October half term | | | | |
| Nov-Dec | 01/11/2021 | H. Berry | Assembly: Mental health and wellbeing | H4-H5 |
| | 08/11/2021 | | Activity: strategies for managing | H6-H7 |
| | 15/11/2021 | C. Ward | Assembly:Healthy lifestyles | H8-H13 |
| | 22/11/2021 | | Activity: personal health awareness | H8 |
| | 29/11/2021 | S. Gordon | Assembly: Financial options | L1-L4 |
| | 06/12/2021 | | Activity: Budget/Autumn statement | L14 |
| | 13/12/2021 | E. Pugh | Assembly: Drugs, Alcohol and Tobacco | H21-H24 |
| | 20/12/2021 | | Activity: personal safety | H21-H24 |
| Christmas holidays | | | | |
| Jan-Feb | 03/01/2022 | L. Pickwick | Assembly: Managing risk and personal safety | R5 |
| | 10/01/2022 | | Activity: personal safety in all contexts | H14-H17 |
| | 17/01/2022 | C. Sheldrick | Assembly: Employment rights and responsibilities | L8 |
| | 24/01/2022 | | Activity: 'the gig economy' | L8 |
| | 31/01/2022 | A. Bennett | Assembly: Work and career | L5-L7 |
| | 07/02/2022 | | Activity: recognise career posibilities | L2 |
| February half term | | | | |
| Feb-Mar | 21/02/2022 | S. Hopkins | Assembly: Media literacy and digital resilience | L23-L28 |
| | 28/02/2022 | | Activity: extremism and radicalisation | R2 |

| | Date | Presenter | Topic | Ref |
|---|---|---|---|---|
| | 07/03/2022 | O. Roberts | Assembly: The wider world | |
| | 14/03/2022 | | Activity: travel and appreciating nature | |
| | 21/03/2022 | Z. Correa-Humphries | Assembly: Consent | |
| | 28/03/2022 | | Activity: Respect | R11-R13 |
| Easter holidays | | | | |
| Apr-May | 18/04/2022 | C. Ward | Assembly: Sexual Health | H18-H20 |
| | 25/04/2022 | | Activity:  STI and contraceptions | R14-R18 |
| | 02/04/2022 | S. Goodge | Assembly: Bullying, abuse and discimination | L11 |
| | 09/04/2022 | | Activity: harrasment and de-escalation | L11 |
| | 16/04/2022 | A. Bennett | Assembly: Healthy lifestyle | H8-H13 |
| | 23/04/2022 | | Activity: Healthy diet on a budget | H12 |
| May half term | | | | |
| Jun-July | 06/05/2022 | E. Pugh | Assembly: Choice and pathways | L3 |
| | 13/05/2022 | | Activity: enterprising in life and work | L1 |
| | 20/05/2022 | B. Myers | Assembly: Choice and pathways | L3 |
| | 27/05/2022 | | Activity: global market for future choices | L4 |
| | 04/06/2022 | To be filled | Assembly: | |
| | 11/06/2022 | | Activity: | |
| | 06/05/2022 | | | |

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br><br>• How these relationships might contribute to human happiness and their importance for bringing up children<br><br>• 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<br><br>• Why marriage is an important relationship choice for many couples and why it must be freely entered into<br><br>• The characteristics and legal status of other types of long-term relationships<br><br>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting<br><br>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | • 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<br><br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>• 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)<br><br>• 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<br><br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help<br><br>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control<br><br>• What constitutes sexual harassment and sexual violence and why these are always unacceptable<br><br>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

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

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Intimate and sexual relationships, including sexual health | • 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<br><br>• 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<br><br>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br><br>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br><br>• That they have a choice to delay sex or to enjoy intimacy without sex<br><br>• The facts about the full range of contraceptive choices, efficacy and options available<br><br>• The facts around pregnancy including miscarriage<br><br>• 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)<br><br>• 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<br><br>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br><br>• How the use of alcohol and drugs can lead to risky sexual behaviour<br><br>• 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 | |
| | |