

Relationship and sex education policy



Evolve
Academy

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

4. Definition

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

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

In the Primary phase we focus relationship and health education.

The Primary sex education will focus on:

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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) in the primary phase. At the secondary phase it is delivered via the NCFE RSHE course

Relationship's 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

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- I-to-I discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won’t**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Academy Council

The academy council will approve the RSE policy, and hold the headteacher to account for its implementation.

The academy council will hold the headteacher to account for the implementation of this policy.

The academy council has delegated the approval of this policy to Melissa Elvé-Williams

8.2 The Head Teacher

The Head Teacher has delegated the task of planning, delivery and monitoring RSE to the Assistant Head Teacher (AHT) – RSE Lead. The AHT – RSE Lead is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 9) in conjunction in liaison with the Head Teacher.

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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff **do not** have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. RSE is taught in the secondary phase by Catharine Maddock AHT, Taiwo Omoikhodion-Oye and Taiwo Salisu Secondary RSHE teachers. RSE is taught in the primary phase by Michael Asiedu-Bosompem, Louise Prevett, Sandra Jackson and Ranae Green, Primary teachers

8.4 Pupils

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

9. Parents’ right to withdraw

In the Primary Phase, parents do not have the right to withdraw their children from relationships education.

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

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

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

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

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

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Catharine Maddock, Simon Tolaram and Ronan Stewart, Assistant Head Teachers through:

- > Work Scrutiny
- > Learning Walks
- > Curriculum Reviews

Pupils' development in RSE is monitored by class teachers and as part of our ongoing formative and summative assessments

This policy will be reviewed by SLT **annually**. At every review, the policy will be approved by Head Teacher.

Appendix I Curriculum Map Primary

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> • that animals, including humans, move, feed, grow and reproduce • that humans and other animals can produce offspring and these grow into adults • recognize and compare the main external parts of the bodies of humans and other animals • recognise similarities and differences between themselves and others, and to treat others with sensitivity 	
Non-statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> • About the process of growing from young to old and how people's needs change • The names of the main parts of the body • Rules for, and ways of, keeping safe...and about people who can help them to stay safe 	<p>To recognise how their behaviour affects other people</p> <p>To identify and respect the differences and similarities between people</p> <p>That families and friends should care for each other</p>

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the names of the main parts of the body? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • What do babies and children need? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • Do I understand how amazing my body is? • When am I in charge of my actions and my body?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, movement, growth and reproduction about the main stages of the human life cycle that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease]. 	
Non-statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, include judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned RSE provision. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle? How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> Why is it important to keep clean? What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> What can my body do and how is it special? How do parents and carers care for babies? What does it mean to be 'grown up'?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What risks are there to my safety, my friendships and my feelings? What are some of the different lifestyles and beliefs people have? When might I need to break a promise or tell a secret? What changes have I already experienced and might I experience in the future? 	<ul style="list-style-type: none"> How can I communicate my emotions? How can I cope with difficult emotions? How do I cope when relationships change? 	<ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> • that the life processes common to humans and other animals include nutrition, movement, growth and reproduction • about the main stages of the human life cycle • that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease]. 	
Non- statutory PSHE Curriculum most relevant to RSE	<ul style="list-style-type: none"> • To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • About how the body changes as they approach puberty • To recognise the different risks in different situations and then decide how to behave responsibly, including: judging what kind of physical contact is acceptable and unacceptable • That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of 	<ul style="list-style-type: none"> • That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned RSE provision. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • How can the spread of viruses and bacteria be stopped? • What is HIV?* • How are babies made? 	<ul style="list-style-type: none"> • How can I keep my growing and changing body clean? • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby? 	<ul style="list-style-type: none"> • What influences my view of my body? • What are families like? • When am I responsible for how others feel?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • What different kinds of families are there? • How are my friendships and relationships changing? 	<ul style="list-style-type: none"> • How do I manage strong emotions? • How do I recognise how other people feel and respond to them? • How can I share my views effectively and negotiate with others to reach agreement? 	<ul style="list-style-type: none"> • How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise I’m in a bad mood? • When am I responsible for my personal safety?

Appendix 2: Curriculum map Secondary

Relationships and sex education curriculum map

Yearly Overview 2022-2023						
Subject: RSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Unit 2: Drugs Education	Unit 5: Emotional Wellbeing	Unit 12: Introduction to Diversity, Prejudice and Discrimination	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance
Year 10	Unit 5: Emotional Wellbeing Unit 2: Drugs Education	Unit 5: Emotional Wellbeing Unit 12: Introduction to Diversity, Prejudice and Discrimination	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance	Unit 1: Personal Action Planning
Year 11	Unit 2: Drugs Education Unit 5: Emotional Wellbeing	Unit 12: Introduction to Diversity, Prejudice and Discrimination Unit 5: Emotional Wellbeing	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance	

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4: By the end of secondary school pupils 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 human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

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

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

Appendix 5 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	