

# **Relationships and Sex Education Policy**

<b>Start Date:</b>	<b>Summer 2022</b>
<b>Date of Next Review:</b>	<b>Summer 2024</b>
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<b>Responsible Committee:</b>	<b>Education Committee</b>

**Ambition · Pride · Success**

## Contents

1.	Aims .....	3
2.	Statutory Requirements .....	3
3.	Policy Development .....	3
4.	Definition .....	3
5.	Curriculum .....	4
6.	Delivery of RSE .....	4
7.	Roles and responsibilities .....	4
7.1	The Governing Board .....	4
7.2	The Principal .....	4
7.3	Staff .....	4
7.4	Students .....	5
8.	Parents' right to withdraw .....	5
9.	Training .....	5
10.	Monitoring arrangements .....	5
Appendix 1	Relationships and sex education curriculum map .....	6
Appendix 2	By the end of secondary school Haileybury Turnford students should know .....	16
Appendix 3	Parent form: withdraw from sex education within RSE .....	19

## 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 as per 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](#).

As a secondary academy school, we must provide RSE to all Students 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 Haileybury Turnford 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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – 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. Student consultation – we investigated what exactly students 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 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 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, considering the age, needs and feelings of students. If students 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.

## 6. Delivery of RSE

RSE is taught within the personal, social, health (PSHE) education curriculum. At Haileybury Turnford PSHE is known as Personal Social Development (PSD). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE as part of the Personal Social Development curriculum at Haileybury Turnford 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 Principal to account for its implementation.

The governing board has delegated the approval of this policy to the Education Committee.

### 7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 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 students
- › Responding appropriately to students 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 Principal.

Staff will be provided with specialist teaching resources material and support from the Subject Leader for PSD. The Subject Leader for PSD and for the curriculum intent and implementation for RSE is responsible for ensuring the curriculum is accessible for all students including students who have Special Educational Need.

The following members of qualified teaching staff are responsible for teaching RSE in Haileybury Turnford:

Director of Science: Mr. S Williams

Subject Leader of Personal Social Development: Miss L Brain

Teachers of RSE: Mr. D Zancan, Miss G Gibbs

Science teaching staff: Miss D Newman; Mrs L Durso; Dr R Netting; Miss A Jethmalani, Ms J Matthews

## **7.4 Students**

Students 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-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 Principal.

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

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

## **9. 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 Principal 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Senior Lead for Humanities and Personal, Social Development. Monitoring arrangements including scrutinising planning of lessons, checking lesson delivery against the curriculum intent, learning walks, drop-ins, formal lesson observations, book checks, assessment, and attitude to learning feedback and student survey and feedback results.

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

This policy will be reviewed by Maxine Goodes, Vice Principal overseeing PSD at Haileybury Turnford. At every review, the policy will be approved by Education Committee and Mr. Newman (Principal).

## Appendix 1: Relationships and sex education curriculum map

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### PSD CURRICULUM INTENT including RSE 2022-23:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Learners with SEND can be particularly vulnerable members of society. Perpetrators often target the most vulnerable people, who as a result may experience exploitation, abuse or bullying as they:
  - are often more dependent on others for their personal needs;
  - may not be aware that what is happening to them is wrong;
  - may not be aware that help is available; or
  - may have difficulty in communicating or expressing concerns about what is happening to them.

Therefore, it's important that learners with SEND have the opportunity to understand what is right and wrong from an early age, through RSE that is appropriate for their age and ability. Through inclusive high quality teaching the RSE curriculum will be differentiated and personalised to meet learners' needs and ensure accessibility to all.

**The curriculum intent will be reviewed and evaluated in advance of 2023-24.**

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
Year 7 (KS3)	<p>Autumn Term:</p> <p>Family and Relationships</p> <ul style="list-style-type: none"> <li>• Different family types and relationships. 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.</li> <li>• Marriage, love and family diversity. Characteristics of happy</li> <li>• relationships. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• Features of positive peer relationships, maintaining positive relationships and issues of bullying, conflict and reconciliation.</li> <li>• Resilience and dealing with breakdown of relationships, how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>PSD starts with different types of relationships and diversity. Starting with this subject content will be a good way to get to know the new students and help support and develop positive relationships with them individually. It will also give the students valuable skills on how to develop and maintain healthy relationships both within and out of school as lesson content will focus on issues such as conflict, making friends, kindness and reconciliation. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p> <p>The content of healthy relationships is revisited at both key stages and in each year group but in different contexts.</p> <p>To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.</p>

	<p>Spring Term:</p> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>• Nutrition and diet including basic biology of the body, what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Balanced lifestyles and exercise including the positive associations between physical activity and promotion of mental wellbeing. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• Influence of damaging behaviours and impact of unhealthy behaviours on the body, the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• Impact of obesity in the UK</li> </ul> <p>Summer term:</p> <p>Personal Responsibility</p> <ul style="list-style-type: none"> <li>• Crime prevention including knife and gang crime</li> <li>• Fire and water safety</li> <li>• Terrorism and extremism prevention</li> <li>• CPR/basic first aid</li> </ul>	<p>Healthy living and making healthy choices are a skill that students will need throughout their teenage years, hence why this has been put into the year 7 scheme of work early on.</p> <p>Students require the skills to keep themselves and others safe in every day and emergency situations. CPR is new on the compulsory curriculum which will be delivered to students at an early stage. Events, skills and teaching focus on the geographical area, for example, the river death of the local teenager and county line issues.</p> <p>These themes are touched upon in KS4 (law etc.).</p>
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<p><b>Year 8 (KS3)</b></p>	<p>Autumn Term:</p> <p>Suffering</p> <ul style="list-style-type: none"> <li>• Impact of poverty, how states of poverty arise and help given to those in poverty</li> <li>• Issues of homelessness and implications on mental health</li> <li>• How abusing our bodies through the use of alcohol and drugs can affect our mental health</li> <li>• Current issues in the UK and globally</li> </ul>	<p>Teaching about mental wellbeing is a priority of children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.</p> <p>Issues of poverty is a focus due to the background and make up of some pupils in the local area and school. Students will be able to explore the causes of poverty, consequences and systems of support and help available to them and families. Students will also develop a global awareness of issues and develop skills of empathy and compassion.</p> <p>This theme is revisited later on e.g. mental health.</p>
	<p>Charity and Kindness</p> <ul style="list-style-type: none"> <li>• Examples of acts of kindness and positive personal attributes</li> <li>• Inspirational figures including British citizenship and key British figures</li> <li>• Works of charities and individuals including religious and nonreligious</li> <li>• Friendship and positive relationships including the impact on mental health</li> </ul>	<p>As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. The PHSE statutory guideline states that lessons should be ‘complemented by development of personal attributes including kindness, integrity, generosity, and honesty.’ Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing.</p> <p>It will also promote British values and citizenship with a focus on key British inspirational figures.</p>

	<p>Puberty</p> <ul style="list-style-type: none"> <li>• Physical changes during puberty</li> <li>• Menstrual cycle</li> <li>• Dealing with teenage issues including sexuality and LGBT</li> <li>• Healthy relationships including sexual harassment</li> </ul>	<p>The PHSE statutory guideline states that 'Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships'</p> <p>Puberty is now being delivered earlier in year 8 rather than year 9 due to the new framework and emphasis placed on sex education.</p>
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	<p>Spring Term:</p> <p>Mental Health</p> <ul style="list-style-type: none"> <li>• Factors that can influence mental health</li> <li>• Symptoms and how to recognise mental health issues</li> <li>• Coping with mental health issues</li> <li>• Strategies to reduce stress and mental health issues that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• how to critically evaluate when something they do or are involved in</li> </ul> <p>Summer Term:</p> <p>Sex and Healthy Relationships</p> <ul style="list-style-type: none"> <li>• Biology of sex</li> <li>• Body variation including pornography and body image</li> <li>• Contraception and STD prevention, 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.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>	<p>We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.</p> <p>Mental health is revisited in all year groups and threaded throughout all lesson content e.g. drugs, online behaviour, healthy living etc.</p> <p>Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This unit will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when</p>
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	<ul style="list-style-type: none"><li>• Unhealthy relationships including domestic violence, 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.</li></ul>	<p>relationships are not right and understand how such situations can be managed.</p> <p>Due to the sensitive nature of domestic violence and background of students in the school, professional judgement has been used to teach this at the end of KS3.</p>
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<p><b>Year 10 (KS4)</b></p>	<p>Autumn Term:</p> <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> <li>• Categories of drugs</li> <li>• Consequences of drug addiction and physical and psychological risks of drug use, the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• Drugs and the law, relating to the supply and possession of illegal substances.</li> <li>• Using alcohol responsibly and impact of drugs on mental health</li> </ul> <p>Spring Term;</p> <p>UK Law</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities (Revisit KS3 topics e.g. the internet, family and sex ed)</li> <li>• UK judicial and court systems</li> <li>• Impact of prison and criminal records</li> <li>• Gang and current crime issues</li> </ul>	<p>Through the delivery of PHSE, pupils should know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health condition, the law relating to the supply and possession of illegal substances and the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Studies have shown that drugs prevention is most effective the age of 14-15 as this is the age of experimentation, hence the decision to teach this at the start of year 10.</p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught.</p> <p>UK law is also touched upon in each unit, for example, online safety sex education etc. students will develop an understanding of the consequences of criminal records, what their rights are and effect of prison. (work with Desmond).</p>
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	<p>Summer Term:</p> <p>Sex Education</p> <ul style="list-style-type: none"> <li>• Pregnancy and consequences of teenage pregnancy, the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 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).</li> <li>• Consent, rape, FGM and sexual harassment</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> <li>• Sexuality and sexual orientation</li> <li>• LGBT communities and discrimination</li> </ul>	<p>Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson’.</p> <p>It is a requirement to address the physical and emotional damage caused by female genital mutilation (FGM). They should be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships are unhealthy (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.</p> <p>The LGTB community content will be threaded through other content such as online safety, laws in the UK, inspirational people etc. Due to some sensitive content, this will however be explicitly taught in KS4.</p>
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<p><b>Year 11 (KS4)</b></p>	<p>Autumn Term:</p> <p>Managing Money and the Economy</p> <ul style="list-style-type: none"> <li>• UK systems such as tax and welfare system</li> <li>• Budgeting and skills for university</li> <li>• Impact of living in poverty and the challenges of a happy successful adult life</li> <li>• Skills for the workplace including CVs and interviews</li> </ul>	<p>Students will need to leave school equipped with the skills and knowledge to live financially independently. This will also link to their future chosen career paths, including the promotion of university and further education.</p> <p>Students will be able to make a link between lifestyle choices/paths and income. Students will develop and have an awareness of job and interview processes.</p> <p>They will develop an understanding of how the economic system in the UK works and develop financial awareness.</p>
	<p>Spring Term:</p> <p>Careers 2020</p> <p>Summer Term:</p> <p>Exam Prep Lessons to be used for revision and catch up sessions.</p>	<p>This content develops the pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. It will aim to help focus students with their upcoming GCSE's – focus on achieving and choosing suitable career paths/further education programmes.</p> <p>This term students will be starting their GCSE's. This time is valuable revision opportunity and often used for catch up sessions in other subject areas. Students can utilise revision techniques, working together and extra support.</p>

\* Due to mixed KS5 teaching groups currently in place these will swap over each year.

**Cultural Capital** – It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

## Appendix 2: By the end of secondary school Haileybury Turnford students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <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> <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> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <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> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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			
	Name of student _____ will be taking part in all relationship's lessons and during the sex education lessons, he/she will be working independently on a project in the _____ classroom.		