



St Aidan's Catholic Academy

*'We believe that God has created each person to celebrate life to the full'*



# Relationships and Sex Education Policy

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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 (up to the age of 16) 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](#).

In teaching RSE, we comply with the requirements of the [Equality Act 2010](#), ensuring all pupils, including those with Special Educational Needs and Disabilities (SEND).

At St. Aidan's 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum 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.

## 6. Delivery of RSE

RSE is taught within PSHE, RE and assemblies. Biological aspects of RSE are taught within the science curriculum.

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).

The school is committed to ensuring that the RSE curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). We will adapt resources, teaching methods, and delivery to meet individual needs, ensuring an inclusive learning environment. This includes using assistive technologies, and offering additional support or adjustments where necessary. Staff will be trained to deliver the curriculum in a way that respects and accommodates diverse abilities, ensuring all pupils can participate fully and benefit from RSE education.

# 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.

## 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

Our coordinator of PSHE, is responsible for the production of the RSE schemes of work and lesson materials.

## 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 from Sex Education

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 After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the 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 work will be given to pupils who are withdrawn from sex education.

# 9. Training

Staff are supported on the delivery of RSE. Training is provided by Ten:Ten resources an education platform which is used to deliver the curriculum.

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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs. Hogg Head of Pastoral Care and Safeguarding and our PSHE Coordinator.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. RSE lessons are subject to performance walks and lesson visits.

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the governing board.

## Policy Review

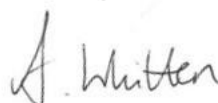
This policy document will be reviewed in January 2026.

Signed by:



Dr C Emmerson, Chair of Governors.

Signed by:



Mrs A Whitten ,Headteacher.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring Term	<ul style="list-style-type: none"><li>• <b>My Body Changing Bodies</b> Pupils will learn that puberty involves physical, emotional and sexual development.</li><li>• <b>Emotional Well-Being Healthy Inside and Out</b> Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.</li><li>• <b>Life Cycles Where We Come From</b> Pupils will learn about sexual intercourse as more than just a physical act.</li><li>• <b>Personal Relationships Family and Friends</b> Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.</li><li>• <b>Keeping Safe My Life on Screen</b> Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.</li><li>• <b>Wider World Living Responsibly</b> Pupils will learn the effects of their actions on others and understand the concept of social responsibility.</li></ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Spring Term	<ul style="list-style-type: none"> <li>• Appreciating Differences Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender and sexual identity</li> <li>• Emotional Well-Being Feelings? Pupils will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these</li> <li>• Life Cycles Before I was Born Pupils will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real life impact of pregnancies carried to full term and otherwise.</li> <li>• Personal Relationships When Relationships Get Tough Pupils will learn the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness' and consider what these look like in real terms.</li> <li>• Keeping Safe Think Before You Share Pupils will learn about the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online..</li> </ul>
Year 9	Summer Term	<ul style="list-style-type: none"> <li>• My Body Love People, Use Things Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.</li> <li>• Emotional Well-Being In Control of My Choices Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.</li> <li>• Life Cycles Fertility and Contraception Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.</li> <li>• Personal Relationships Marriage Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.</li> <li>• Keeping Safe One Hundred Percent Pupils will learn that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity.</li> <li>• Wider World Knowing My Rights and Responsibilities Pupils will learn about physical consent, sexual exploitation and human rights.</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Spring term	<ul style="list-style-type: none"> <li>• <b>Authentic Freedom</b> Pupils will learn about the objective reality of sex, and how this might impact people's decisions around relationships, including their own hopes and wishes for the future.</li> <li>• <b>My Body Self Image</b> Pupils will learn about different experiences of body shame, explore notions of 'dignity' and 'modesty' in relation to the body and consider that our bodies are good, as part of our unique, inseparable combination of body and soul.</li> <li>• <b>Emotional Well-Being Values, Attitudes and Beliefs</b> Pupils will learn the meaning of the terms 'beliefs', 'values' and 'attitudes', how crucial they are in shaping our choices and that we should interrogate them regularly to ensure we are living the way we intend.</li> <li>• <b>Life Cycles Pregnancy and Abortion</b> Pupils will then explore the consequences of an unintended pregnancy and learn where they can get support and help. They will also learn about the current legal position on abortion, the risks associated with it, and understand the Church's teaching about abortion.</li> <li>• <b>Personal Relationships Personal Relationships</b> Pupils will learn about the 1959 Declaration of the Rights of the Child and how this impacts on legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entails</li> <li>• <b>Personal Relationships Pregnancy and Abortion</b> Pupils will learn about the stages of life in the womb, abortion methods and legality, and sex as so often being divorced from the possibility of parenthood.</li> <li>• <b>Keeping Safe Abuse</b> In this session, pupils learn about physical, emotional, domestic abuse and neglect. The sessions explore danger signs of abuse in relationships and friendships, and how issues around consent and abuse relate to, pornography, and inappropriate online content, including pornography. Pupils will identify safe people and places, and they will be taught strategies for dealing with exploitation</li> <li>• <b>Wider World Solidarity</b> Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral ecology'. Pupils will learn that how they act on their beliefs, values and attitudes will have an effect on the world around them, for good or bad.</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Spring	<ul style="list-style-type: none"> <li>• My Body Addiction Pupils will learn how addiction can affect a person's life, Statistics about drugs and addiction and strategies to resist/overcome the pull of short-term highs</li> <li>• Emotional Well-Being Eating Disorders Pupils will learn how pressure, stress and anxiety can contribute to poor emotional health, poor emotional health can manifest in different ways, including eating disorders. The importance of talking about difficulties, their own and those of others. How reducing self-criticism and practicing gratitude can improve mental and emotional well-being</li> <li>• Life Cycles Birth Control Pupils will: consider the counter-cultural idea of saving sex for marriage. Learn more about fertility and contraception, about Natural Family Planning and why it is the method of managing fertility that the Church supports and understand the Church teaching on how love, sex and procreation are intrinsically linked</li> <li>• Personal Relationships Pornography Pupils will consider: That sexual desire is a positive thing that draws us to truth and beauty. Facts and figures about the porn industry. That amongst many other things, porn: - Gives unrealistic expectations and unhealthy sex education - Harms relationships by fostering selfishness and self satisfaction - Is often linked to masturbation and can be highly addictive</li> <li>• Keeping Safe Sexual Health Pupils will consider: How upbringing and peer pressure might have an impact on our choices Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested. The emotional/psychological impacts of (regularly) engaging in casual sex. How recognising our true value can bring freedom</li> <li>• Coercive Control Pupils will consider: • The many forms of coercive control Why victims might find it hard to leave abusive relationships. Victim-blaming and other societal attitudes towards misogyny and sexual violence (including rape). • The qualities of a truly respectful, healthy relationship. • Support avenues available to them</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 12	Spring	<ul style="list-style-type: none"> <li data-bbox="638 212 1093 246">• <b>Well-being and Life Satisfaction</b></li> </ul> <p data-bbox="638 280 1433 526">Pupils will consider <b>Well-being and Life Satisfaction</b>, focusing on discussions about how physical, emotional, and social well-being are interconnected. They will engage in activities to identify their personal values and goals, examining how these factors contribute to a fulfilling and balanced life. Additionally, they will learn strategies for maintaining a healthy balance between academic demands, social activities, and personal interests to enhance overall life satisfaction.</p> <ul style="list-style-type: none"> <li data-bbox="638 560 1029 593">• <b>Physical and Mental Health</b></li> </ul> <p data-bbox="638 627 1396 840">When studying <b>Physical and Mental Health</b>, pupils will explore the significance of sleep, exercise, and proper nutrition for maintaining long-term health. They will be guided in recognizing the signs of mental health challenges, such as anxiety and depression, and develop strategies to cope with stress. Encouraging the practice of mindfulness and self-care will help foster resilience and a positive outlook.</p> <ul style="list-style-type: none"> <li data-bbox="638 884 965 918">• <b>Healthy Relationships</b></li> </ul> <p data-bbox="638 952 1420 1164">In lessons on <b>Healthy Relationships</b>, pupils will be taught how to identify the qualities of both healthy and unhealthy relationships. They will develop effective communication skills and learn constructive approaches to conflict resolution. A strong emphasis will be placed on understanding personal boundaries and recognizing the importance of mutual respect in friendships and romantic relationships.</p> <ul style="list-style-type: none"> <li data-bbox="638 1198 965 1232">• <b>Emotional Intelligence</b></li> </ul> <p data-bbox="638 1265 1428 1646">The development of <b>Emotional Intelligence</b> will involve exercises to enhance self-awareness and the ability to recognise various emotional states. Pupils will practice techniques for managing negative emotions like anger, frustration, and disappointment in a constructive manner. Furthermore, fostering openness about emotions will be encouraged to build emotional strength and trust in relationships. Health Stigmas, pupils will challenge harmful stereotypes related to masculinity and emotional vulnerability. Lessons will feature real-life stories and examples of role models who promote mental health advocacy, helping to normalize seeking support. Pupils will also explore the tangible benefits of accessing professional mental health resources.</p> <ul style="list-style-type: none"> <li data-bbox="638 1680 1316 1713">• <b>Challenging Stereotypes and Embracing Equality</b></li> </ul> <p data-bbox="638 1747 1428 1993">In discussions on <b>Challenging Stereotypes and Embracing Equality</b>, pupils will examine gender roles and societal expectations through group discussions and media analysis. They will be encouraged to develop empathy, respect for diversity, and a deeper understanding of varying perspectives. Lessons will promote the value of equality and shared responsibilities across friendships, family dynamics, and professional environments, preparing them to foster respectful and inclusive interactions</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 13	Spring	<ul style="list-style-type: none"> <li data-bbox="639 215 879 241">• <b>STI Awareness</b></li> </ul> <p data-bbox="639 282 1406 461">In lessons on STI Awareness, pupils will receive updated information on sexually transmitted infections, focusing on the latest prevention methods, the importance of regular testing, and the options available for effective treatment. Discussions will emphasize how personal responsibility and informed decision-making contribute to better sexual health outcomes.</p> <ul style="list-style-type: none"> <li data-bbox="639 506 1094 533">• <b>FGM (Female Genital Mutilation)</b></li> </ul> <p data-bbox="639 573 1430 752">The topic of FGM (Female Genital Mutilation) will include identifying the physical and emotional signs that someone may be affected by FGM. Pupils will learn how to support individuals impacted by FGM and understand the serious legal consequences surrounding the practice. These lessons aim to build awareness, empathy, and advocacy for safeguarding at-risk individuals.</p> <ul style="list-style-type: none"> <li data-bbox="639 797 1102 824">• <b>Media Portrayal of Relationships</b></li> </ul> <p data-bbox="639 864 1398 1066">When examining the Media Portrayal of Relationships, students will analyse how different forms of media shape societal expectations around love, consent, and intimacy. Lessons will involve critical evaluations of stereotypes and unrealistic narratives, encouraging pupils to develop a more nuanced and healthy perspective on relationships influenced by cultural and social media.</p> <ul style="list-style-type: none"> <li data-bbox="639 1111 1286 1137">• <b>Respect, Consent, and Personal Responsibility</b></li> </ul> <p data-bbox="639 1178 1430 1424">In sessions on Respect, Consent, and Personal Responsibility, pupils will engage in role-playing exercises to practice clear communication of boundaries and demonstrate respectful behaviour. Reflective activities will help students examine their personal values and consider how their actions impact others. Discussions will also highlight the importance of accountability and guide students in making ethical decisions within their relationships.</p> <ul style="list-style-type: none"> <li data-bbox="639 1469 1142 1496">• <b>Navigating Complex Societal Issues</b></li> </ul> <p data-bbox="639 1536 1422 1738">Finally, Navigating Complex Societal Issues will involve exploring key themes such as diversity, inclusion, and privilege learn how to identify and address discrimination and harassment while developing practical strategies to foster inclusivity. Through debates, projects, and community engagement initiatives, pupils will be encouraged to embrace active citizenship and contribute positively to building a fair and respectful society</p>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• 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>Caring friendships</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

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

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

TOPIC	PUPILS 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>

TOPIC	PUPILS SHOULD KNOW
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>
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	PUPILS 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom