

Bishop Young C of E Academy Policies & Procedures

Relationships & Sex Education (RSE) Policy

Approved on

29th April 2026.

Approved by

Local Governing Board

Next review due

30th April 2027

Relationships & Sex Education (RSE) Policy

Introduction

Bishop Young Church of England Academy (hereafter referred to as Bishop Young) is committed to ensuring students are given the opportunity to learn about relationships and sex education as this is an important aspect of young people's development and preparation for making responsible and well-informed decisions in their lives.

The DfE's guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states '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. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Relationships and sex education (RSE) is taught objectively and does not seek to promote any particular sexual orientation or lifestyle. Relationships and Sex Education (RSE) is taught in Religious Studies (RS), Science and Personal Social Health and Economic Education (PSHE).

There are planned opportunities for RSE during drop down days/session; however, teachers address questions from students, as and when they occur, if they are deemed pertinent to understanding and age appropriate. Planned learning is sensitive and age-appropriate and may be adapted at any time considering current national and local context.

Religious views and beliefs about relationships are taught in Religious Studies (RS) which is a part of our curriculum.

Aims

The Church of England Education Office faith-sensitive and inclusive approach to RSE is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)
I have come in order that you might have life-life in all its fullness. (John 10:10, GNB)

As such, Bishop Young aims to ensure everyone is treated with dignity throughout their learning, as all people are made in the image of God and loved equally by God. RSE at Bishop Young promotes healthy resilient relationships set in the context of character and virtue development.

We reflect the vision and associated values of the academy, promoting reverence for the gift of human sexuality and encouraging relationships that are hopeful and aspirational. We seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice; but not seek to teach only one moral position.

The overall aims of relationships and sex education (RSE) at our school are to:

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- 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.
- Ensure RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community (also in line with the Equality Act 2010).
- Seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and understand the unrealistic and potentially harmful influence of pornography in all its forms.
- Seek to build resilience in our students to help them understand what a healthy relationship looks like and to recognise the warning signs of an unhealthy relationship, both physical and mental in order to keep them safe and happy.
- Teach students to recognise healthy and unhealthy relationships, including coercive behaviour, abuse, exploitation and the importance of consent.
- Develop students' understanding of online safety, including the risks associated with online relationships, the sharing of sexual images, grooming and exposure to harmful online content.
- To understand the unrealistic and potentially harmful influence of pornography in all its forms.

Statutory requirements

Our policy is in line with:

- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019)

These regulations make Relationships Education and Health Education statutory in all schools and Relationships and Sex Education (RSE) statutory in secondary schools in England.

Policy Development in Partnership

As an Academy committed to educating, nurturing and empowering our students in partnership with all stakeholders, parents and staff have been involved with this policy.

Bishop Young recognises that parents/carers are the first educators of children, and it is, therefore important that parents and carers have the opportunity to contribute to the development of this policy through staged and meaningful consultation. Although there is no option to veto, the opportunity to have the policy enriched by the views of those who are part of our wider community It is important to ensure we suit the needs of the young people we are educating.

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The consultation and policy development process involved the following steps:

- Review - pulling together all relevant information including relevant national and local guidance. This included input from senior leaders.
- Review with Parent Council and Governors - allowing all to read and feedback on the policy before re-drafting considering suggestions.
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations. The policy was then redrafted considering this where necessary.
- Parent/stakeholder consultation - parents and any interested parties were invited to offer feedback and suggestion about the draft policy.
- Student consultation - we investigated through student council what exactly students want from their RSE through a working group of students.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

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.

As well as the biological aspects of sex education as covered in the science curriculum, the following will be covered in an age-appropriate way:

- different types of relationships including friendships, family relationships, dealing with strangers and intimate relationships
- how to recognise, understand and build healthy relationships, including self-
- respect and respect for others; commitment, tolerance, boundaries and consent; how to manage conflict; and also, how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online
- factual knowledge around sex, sexual health, and sexuality
- healthy bodies and lifestyles including keeping safe, puberty, drugs and
- alcohol education
- healthy minds including emotional wellbeing, resilience, mental health
- Factual knowledge around fertility and pregnancy, including miscarriage
- Pregnancy choices
- How to access support and advice
- understanding consent, the law relating to sexual activity, and where to seek help if a student feels unsafe.

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 and carers

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(including parent council), students (via student council), governors 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 do not seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) Character Curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). Some less sensitive elements specific to certain groups or ages may also be taught during form time or assemblies, such as those aimed at specific genders or age groups.

External visitors or health professionals may support delivery of RSE where appropriate. All external providers will be carefully vetted to ensure materials are accurate, age-appropriate and consistent with the school's safeguarding and equality policies.

(PSHE) Character lessons are timetabled for KS4 students, and the timetable is collapsed for KS3 students. These occur once every two weeks throughout the academic year. Considerations will be given to the need for small group teaching on sensitive issues if felt needed for particular groups of students who would benefit from this.

RSE focuses on giving young people the information they need to help them understand that families and relationships can and often exist in many forms outside of what may be considered traditional or typical family structures. In addition, RSE aims to help students develop healthy, nurturing relationships of their own in forms 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 understanding and respect is shown to children regardless of their home circumstances (families can include single parent families, LGBTQ+ 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).

Safeguarding

RSE plays a vital role in safeguarding students.

All staff follow procedures outlined in the school's safeguarding and child protection policy in line with Keeping Children Safe in Education.

If a student makes a disclosure or raises a safeguarding concern during an RSE lesson, staff will:

- follow safeguarding procedures
- record the concern appropriately
- report to the Designated Safeguarding Lead (DSL)

Students will be informed that teachers cannot guarantee confidentiality if a safeguarding issue arises.

Resources

Resources are carefully selected to ensure they are from credible sources and appropriate for the age and maturity of students. When teaching sensitive topics, staff are mindful that some students' may have been exposed or at risk of content being taught. Any resources must not exhibit any content that may provoke distress.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. The Positive Behaviour policy ensures that all staff challenge inappropriate language.

Inclusion, equality, and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/ cultural backgrounds, gender, and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning considers all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils

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- homophobic/transphobic/ biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion, and cultural diversity:

Our policy values the diverse backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and disabilities (SEND):

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content. Pupils who are new to English

The school will consider the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Learning environment and ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE.

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To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners, and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Roles and Responsibilities

The Governing Body

The governing body approve the RSE policy and hold the Principal to account for its implementation.

The Principal

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

Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs and questions of individual students
- reporting concerns (usually via CPOMs as per the school Safeguarding and Child Protection Policy)
- responding appropriately to students whose parents wish them to be excused from the non-statutory components of RSE (see section 8)

Staff do not have the right to opt out of teaching RSE but are offered the opportunity to discuss being excused from teaching sensitive topics. Staff who have concerns about teaching certain RSE topics are encouraged to discuss this with the Head of School.

Staff involved in teaching RSE are coordinated by the Head of Science, Head of Religious Studies, Subject Leader for PSHE and can be members of any department. Additional support can be coordinated and provided by the SEND, safeguarding and pastoral teams when the need for individual students arises.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treating others with respect and sensitivity. Rewards and sanctions will be awarded in the same way as other lessons as per the academy Behaviour Policy.

The right to withdraw

Parents and carers have the right to request their children are excused 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 a child to be excused should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of requests to have a child excused will be placed in the student's educational record and logged on CPOMs. The Principal, or an appropriate member of staff chosen by the Principal, will discuss the request with parents or carers and take appropriate action. Only in the most exceptional circumstances will a request for a child to be excused from non-statutory RSE be refused, but every effort will be made to encourage the parent or carer to allow attendance due to the important nature of RSE.

Alternative work will be given to students who are excused.

Training

Staff are given guidance and offered training on the delivery of RSE where training is identified as being needed or of benefit to the staff member/s. If whole school training is delivered this will be done via the times set aside for continuing professional development (CPD) as per the school calendar. In addition, staff are encouraged to attend training provided by the Local Authority, and time will be granted by the Principal (except in extreme circumstances) to allow staff to access such training.

The Principal (or appropriate staff allocated by 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 where possible and appropriate.

Monitoring arrangements

The delivery of RSE is monitored by the Subject leader for PSHE and the senior leader for personal development through:

- Learning walks
- Curriculum reviews
- Student and staff surveys offering feedback

RSE taught as part of the science and RS curriculum is monitored as part of the normal quality assurance process for all subjects.

As part of the monitoring process this policy is reviewed annually by the Principal and Governors. At every review, the policy will be approved by the Governing board and Principal.

Appendix 1: PSHE Curriculum maps

Relationships and sex education curriculum map: Bishop Young Academy

RSE topics are mapped in BISHOP Character themes: Benevolence, Integrity, Health and Happiness Oneness and Perseverance.

Curriculum Map: PSHE Year 7

Concepts	Benevolence Characteristics of	Integrity	Self Fulfilment What is work? Being Creative	Health and Happiness Talking about	Oneness Different types of	Perseverance Identity as a
Topic Content	☐ positive and healthy friendships. (Includes online). Grooming – ☐ Genuine kindness/appropriate kindness (red flags) Act of Kindness. ☐	Respecting others and Expecting respect including the tolerance of other peoples beliefs. ☐ Rights and Responsibilities online. ☐	☐ Personal ☐ Strengths, Skills ☐ & Qualities	☐ your emotions. Positive associations between physical activity and the promotion of mental wellbeing. ☐ Key facts about puberty. ☐ Changes in adolescent body and menstrual wellbeing and emotions.	relationships. The characteristics and legal status of other types of long term relationships. ☐ Marriage What marriage is including legal status. Why marriage is an important relationship choice and why it ☐	☐ Health Survey. learner. ☐ Dealing with setbacks – ☐ juggling.

		Facts about legal and illegal drugs (vaping+smoking) ?			must be freely entered into. Legal Status of ? relationships	
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Curriculum Map: PSHE

Year 8

Concepts	Self Fulfilment	Health and Happiness	Oneness
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Topic Content	☐ Practical steps you can take to improve and support respectful relationships. ☐ How to identify harmful behaviours online. ☐ Act of Kindness.	☐ Different types of Bullying. Including cyberbullying and the responsibilities of bystanders to report bullying (including LGBTQ+). ☐ Online risks and consequences of sharing materials. ☐ The law relating to the supply and possession of illegal substances (also	☐ Recognising money personality ☐ Budgeting ☐ <i>Career</i> pathways	☐ Healthy eating; links between poor diet and health risks, including tooth decay and cancer. ☐ Healthy lifestyles and the negative <i>effects</i> of inactive lifestyles and smoking (and vaping); including links to cancer. ☐ Immunisations, vaccinations, germs, treatments and protection	☐ Consent (healthy, your things and your body). How people can communicate/ recognise consent from others. Including how consent can be withdrawn. ☐ FGM ☐ CSE (How to determine whether other children and adults are trustworthy)	Perseverance ☐ The importance and benefits of being a lifelong learner. (Learning Styles) ☐ Dealing with setbacks- escape room. ☐ Dealing with Bereavement
	Benevolence	Integrity				

		cannabis) (vaping and smoking).				
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Curriculum Map: PSHE Year
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Concepts		Self Fulfilment	Health and Happiness	Oneness	
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Topic Content	- Looking after others- Basic first aid: basic treatment for common injuries. - Looking after others: life-saving skills, including how to administer CPR - Looking after others- purpose of defibrillators	- What constitutes as sexual harassment and sexual violence? (Peer on peer) - Not providing material to others. (Nudes) - How information and data is generated, collected, shared and used online (online footprint) - Positives Futures - Knife crime	- Labour Market Information - Post 16 - Personal skills and qualities	- How to recognise the early signs of mental health - To be able to critically evaluate when something they do has a positive/negative effect on mental health. Benefits and Importance of physical activity and time outdoors on mental wellbeing and happiness. - Body Image	- The facts about the full range of contraceptive choices, efficiency and options available - How STIs are transmitted. how risk can be reduced through safer sex and the importance of and facts about testing. STI's and the Impact of those who have them. Includes where to access advice and treatment - Strategies for identifying and	Perseverance - Health Survey - Target and Goal Setting - Anger Management
	Benevolence	Integrity				

		drop down day.			managing sexual pressures. Choice to delay sex or to enjoy intimacy without sex (Rape)	
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Curriculum Map: PSHE

Year 10

Concepts	Self Fulfilment	Health and Happiness	Oneness	
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Topic Content	How stereotypes work The legal responsibilities -what race etc. can cause employ equality damage World of and based on sex, gender, regarding Impact of ers viewing want Positive aspects of harmful content Application healthy relationships What do and skills/ where to CV The act of Kindness get support or to building report/manage g online issues Thinking ahead Radicalisation	Common types of mental ill health. Self examining The Science relating to blood, organ and stem cell donation.	Forced Marriage HBV County Lines (grooming)	Perseverance
	Benevolence	Integrity		Managing stress and anxiety How does my brain work? How do I revise?

Curriculum Map: PSHE Year 11

Concepts			Sel Fulfilment	Health and Happiness	Oneness
Topic Content	Aspects of health can be affected by choices you make in sex and relationships positively Impact of harmful content. Sexually explicit material can distort picture of sexual behaviours.		How to apply to post 16 options and how to Complete your personal statement Post 18 options	Mental health and harmful behaviours Use of alcohol and drugs can lead to risky sexual behaviour Awareness of the dangers of drugs	The facts around pregnancy including miscarriage Choices
	Benevolence	Integrity			
					Perseverance
					Managing stress and anxiety (2)
					Health Survey
					- empower ownership over problems and solutions
					Preparing for

	y or negatively. ☐ Domestic Violence - What to do ☐ Domestic Violence - I can move on.	e.g. pornography ☐ Sharing and viewing indecent images of children is a criminal offence. ☐ Online gambling, debt, targeted advertising, how to manage debt	interview	which <i>are</i> prescribed ☐ Physical and Psychological consequences/ risks associated with alcohol and addiction, links to domestic abuse	in relation to pregnancy ☐ The role and responsibilities of parents including the characteristics of successful parenting ☐ Reproductive health including fertility. The potential impact of lifestyle	
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					on fertility for <i>men</i> and <i>women</i> and menopau se	
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Appendix 2: By the end of Secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	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

TOPIC

STUDENTS SHOULD

KNOW

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TOPIC

STUDENTS SHOULD

Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship 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
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TOPIC

STUDENTS SHOULD

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TOPIC

STUDENTS SHOULD

KNOW

Online and media	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 on line 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
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TOPIC**STUDENTS SHOULD**

Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships 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)
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KNOW

TOPIC

STUDENTS SHOULD

Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship 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
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Appendix 3: Parent form: excusing a child from sex education within RSE request

TO BE COMPLETED BY PARENTS OR CARERS

Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer			

signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers, including notes on discussion had with them	
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Policy Title: Azo Sans, Bold, 16pt, Left Aligned**Subtitle: Azo Sans, Medium, 14pt, Left Aligned**

Body Text: Azo Sans, Light, 12pt, Justified