



The  
**Appleton**  
School

# Relationship and Sex Education Policy

Adopted by the Governing Body on	30/1/24
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January 2024

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## RELATIONSHIP and SEX EDUCATION (RSE)

This relationships and sex education policy covers The Appleton School's approach to teaching relationships and sex education (RSE).

It was produced following consultation with the whole-school community, including pupils, parents/carers, staff, school governors and medical professionals.

It will be reviewed annually, or sooner if the RSE curriculum is amended, such as in response to emerging themes, changing pupil needs, or the introduction of new legislation and guidance. Parents/carers will be informed about the policy through the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any parents/carers who require the policy in an alternative format to meet their individual needs and ensure equitable accessibility for all.

### Aims, Values and Objectives:

#### The aims of 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

Relationships and Sex Education (RSE) is delivered to complement the wider ethos, values and principles of our school. Our schools overarching aims and objectives for pupils is to the best we can possibly be and prepare students for their next stages by creating lifelong learners and future citizens with empowered character.

RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSE lessons.

#### These values and principles should be:

- ✓ Be accurate and factual
- ✓ Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or other life-experience, particularly HIV status and pregnancy
- ✓ Include the development of character skills to support healthy and safe relationships, and ensure comfortable communication
- ✓ Promote critical awareness of the different attitudes and views on sex and relationships within society, including peer norms and those portrayed in the media
- ✓ Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- ✓ Be part of a spiral curriculum that is delivered in every year group in the school, reflecting the age and level of the learner

- ✓ Ensure children and young people are clearly informed of their rights, such as how they can access confidential advice and help within the boundaries of safeguarding
- ✓ Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- ✓ Be delivered by competent and confident teachers
- ✓ Be provided within a safe, democratic and empowering learning environment, based on the principle that prejudice, discrimination, bullying and abuse are not tolerated.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis in order to allow for the changing cohort. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

## Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At the Appleton School, we teach RSE as set out in this policy.

## Policy Development

We consult with parents when making changes to our RSE policy, and we also consult with staff and pupils, too. Below is an example of how we have done this in the past. 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

## 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.

## Delivery of RSE

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 A and B.

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

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

## Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

➤ Give careful consideration to the level of differentiation needed

### **Use of resources**

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

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

RSE is taught within the Citizenship and Achieving Personal Excellence (CAPE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- ✓ Communication, including how to manage changing relationships and emotions
- ✓ Recognising and assessing potential risks
- ✓ Assertiveness
- ✓ Seeking help and support when required
- ✓ Informed decision-making
- ✓ Self-respect and empathy for others
- ✓ Recognising and maximising a healthy lifestyle
- ✓ Managing conflict
- ✓ Discussion and group work

These skills are taught within the context of family life.

### **Implementation**

The RSE programme will be led by Ms C.Brown, taught by specialist teachers in specific topics, teachers and qualified personnel including Health Authority staff, specialist external providers, the schools' nurse and the community nursing team, where appropriate, during CAPE lessons, Science lessons and assemblies and registration activities. CAPE teachers are asked to deliver RSE to their classes. In instances where the teacher does not feel comfortable with teaching the lesson content, they can be supported by other appropriate staff during the lessons. All staff involved in the delivery of RSE have received specialist training to ensure that pupils receive clear and consistent approaches to RSE throughout their time at The Appleton School.

RSE will be taught through a range of teaching methodologies, including drama, discussions, individual private reflection, quizzes and fact-finding, attitude spectrums, debating, independent research and artistic presentations, etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters, within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to pupils who may have experienced unhealthy relationships and/or abuse, reducing barriers to learning. The schools

responsibility to safeguard pupils, through a curriculum that prepares them to live safely in the modern world, will remain central to curriculum content, teaching methodologies and supporting resources.

At The Appleton School we actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner, through clear, impartial, scientific information, as well as covering the law, to ensure all pupils have equal access to our RSE curriculum. Through consultation, continuous assessment and regular reviews of the curriculum, we ensure that we consistently recognise and respect pupils' different abilities, levels of maturity, personal circumstances, including sexual orientation, gender identity, faith or culture, and those of their family, friends and the wider whole-school community, in accordance with the school's inclusion policy.

At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise questions without being identified, through anonymous strategies such as the 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague or the school leadership team in order to construct an appropriate response. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. The school are currently developing an anonymous online concern form where anybody within the whole-school community can raise a concern/question.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advice on topic coverage so that the school can be responsive to a pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy including the policy of sexual violence/harassment and peer-on-peer abuse.

## The Curriculum

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

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

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

## Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

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

## Roles and responsibilities

### The Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### The Head Teacher



The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non science 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 of individual pupils
- ✓ Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non science components of RSE

Staff have the right to opt out of teaching RSE on religious grounds. Staff who have concerns about teaching RSE are encouraged to discuss this with the head of department.

### **Pupils**

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

## **Parents' right to withdraw**

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet Relationship and Sex Education and Health Education statutory guidance, 2020 and The Equalities Act, 2010.

This guidance can be found by following the link below:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

There is also a useful guide for parents about the new RSE statutory guidance that can be found here:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Parents have the right to withdraw their children from some or all of the non-statutory/non science components of RSE. In these circumstances the child's parent/carer should inform the school in writing. Requests for withdrawal should be put in writing 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. A member of the senior leadership team will then phone the parent/carer to discuss their options.

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

We urge parents/carers to consider the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child being withdrawn. These could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was being taught in the lessons, rather than what is actually being delivered by the teacher (although these detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parent/carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education, or from the biological aspects of sexual reproduction taught during Science lessons as part of the National Curriculum.

It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It will equip young people with accurate information, positive values, and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their sexual health and wellbeing, now and in the future.

Our intended RSE curriculum is detailed in this policy statement, but may vary in response to emerging public health issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible, the curriculum will be complemented by many cross-curricular links including Science, RS and PE.

## 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 head of department may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## Monitoring arrangements

The delivery of RSE is monitored by the Area Advisor through:

- Learning walks
- Lesson observations
- Book scrutiny

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

This policy will be reviewed by the head of department annually. At every review, the policy will be approved by the Head Teacher and the Governing board.

## **Moral values and framework**

The Personal and Social Development programme of sex education is based around health modules which emphasise normal family and personal relations, and focus upon attitudes and values. The topics include physical, emotional, social and intellectual development, childbirth and the responsibilities of parenthood, contraception, sexually transmitted diseases and AIDS. Controversial topics are not avoided. The law regarding unlawful sexual intercourse is fully regarded. Teaching groups are set by ability.

The Personal, Social, Health and Economic Education (PSHEE) team of trained staff has a wealth of experience and expertise which, together with specialist advice from such bodies as the Primary Care Trust and other agencies, provides a comprehensive course in sex education to all students. The team will ensure that such work at secondary level takes into account any information taught to students in their primary schools. It will also ensure that the work done is developed appropriately in successive years. The current schedule of topics is available on request.

In PSHEE, sometimes it is appropriate to introduce resources that are very frank and hard-hitting, for example on AIDS, and this is also the case with material on Child Abuse. Whenever any new resource material of a sensitive nature is introduced, the Governors will be invited to preview it. The school will provide an opportunity for parents to view materials upon request.

## **This policy compliments the following other whole-school policies:**

- ✓ Anti-bullying (Cyberbullying)
- ✓ Behaviour
- ✓ E-safety
- ✓ Equality and diversity
- ✓ Inclusion
- ✓ CAPE
- ✓ Child Protection – safeguarding
- ✓ Teaching and Learning
- ✓ Online Safety Policy and the procedures for responding to concerns about online abuse.
- ✓ The school's Sexual Violence/Harassment and Peer-on-Peer Abuse Policy.

## Contact details

### Nominated RSE lead

Name: Ms C.Brown  
Phone: 01268 794215  
Email [cbrown@theappletonschool.org](mailto:cbrown@theappletonschool.org)

### Designated Safeguarding lead (DSL)

Name: Mr S. Stockdale  
Phone: 01268 794215  
Email: [sstockdale@theappletonschool.org](mailto:sstockdale@theappletonschool.org)

<b>Police</b>	999
<b>Childline</b>	0800 1111
<b>NSPCC Helpline</b>	0808 800 5000

**We are committed to reviewing our policy and good practice annually.**

## Appendix A – RSE Curriculum Map

Year Group	SRE	Lesson title
Year 7	Health, Puberty and building relationships	<ol style="list-style-type: none"> <li>1. Puberty and Emotional challenges</li> <li>2. Menstrual Wellbeing</li> <li>3. Healthy and Unhealthy relationships</li> <li>4. Managing Conflict</li> <li>5. Introduction to Consent</li> <li>6. Consent</li> </ol>
Year 8	Identity and Relationships	<ol style="list-style-type: none"> <li>1. Relationship Values</li> <li>2. Influences on Relationship Values</li> <li>3. Sexual orientation and Gender</li> <li>4. Avoiding assumptions</li> <li>5. Introduction to contraception</li> <li>6. Listening/understanding and communicating</li> <li>7. Principles of a healthy relationship</li> </ol>
Year 9	Intimate Relationships	<ol style="list-style-type: none"> <li>1. Consent</li> <li>2. Sex and the media</li> <li>3. What if case studies</li> <li>4. Contraception</li> <li>5. Safe or unsafe</li> <li>6. Disrespect Nobody</li> <li>7. Disrespect Nobody</li> </ol>
Year 10	Healthy Relationships	<ol style="list-style-type: none"> <li>1. Healthy relationships</li> <li>2. Gender identity</li> <li>3. Child exploitation</li> <li>4. Consent</li> <li>5. Sexual health</li> <li>6. Contraception</li> </ol>
Year 11	Communication in Relationships	<ol style="list-style-type: none"> <li>1. Family Conflict</li> <li>2. Long term commitment</li> <li>3. Sexual health, fertility and routes to parenthood</li> <li>4. Pregnancy choices</li> <li>5. Pregnancy outcomes</li> <li>6. Forced marriage and honor based violence</li> </ol>

## Appendix B – 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>
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	PUPILS 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>
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 C - 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	