



The Fernwood School

High Achievement with Care & Discipline for All"

Relationships, sex and health education policy (from 2020)

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the [Click or tap here to enter text.](#)

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1. Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education (RSHE) for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the **Children and Social work act 2017** make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

3. Policy development

This policy will have been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- ✿ Review – E.Gray and A.Cannon analysed all relevant information including relevant national and local guidance
- ✿ Initial governor consultation – E.Gray presented to governors the changes to the statutory guidelines and made them aware of the imminent changing of policy.
- ✿ Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations.
- ✿ Pupil consultation – pupil voice was gained to inform what exactly pupils want from their RSHE curriculum and when they felt it was appropriate to be taught.
- ✿ Parent/stakeholder consultation – parents and any interested parties were invited to give feedback on the draft policy.
- ✿ Ratification – once amendments were made, the policy was shared with governors and ratified.



4. Definition

RSHE (relationships, sex and health education) is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.

Sex Education - Sex education* is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

- ✿ Aspects of sex education are covered in the context of learning about lifecycles (in science). When learning about infections and their prevention (in Health Education) there may be reference to sexually transmitted infections.
- ✿ To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils.

Relationships Education - Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

5. Key objectives

Our principle aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

The key objectives of our RSHE programme are to:

- ✿ Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships or all kinds, not just intimate relationships
- ✿ Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- ✿ Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- ✿ Prepare pupils for the opportunities, responsibilities and experiences of adult life
- ✿ Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- ✿ Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity



- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support

6. Equality, inclusion and support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught in our RSHE programme and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.



7. Delivery of RSHE

7.1 The curriculum

The majority of RSHE is taught within the Personal Development (PD) curriculum. Personal Development sits at the heart of the curriculum at Fernwood School, with importance placed upon dedicated weekly lessons delivered by a team of Personal Development teachers. It acts as a strong guiding vessel for delivering the schools' curriculum aims; to develop successful learners, responsible citizens and confident individuals. Biological aspects of RSHE are taught within the Science curriculum, and some other aspects are included in Religious Education (RE) with tutor time and assemblies also contributing.

RSHE focuses on giving young people the information (see main topics below) they need to help them develop healthy, nurturing relationships and how to keep themselves healthy and safe.

- ✿ Families
- ✿ Respectful relationships, including friendships
- ✿ Online and media
- ✿ Being safe
- ✿ Intimate and sexual relationships, including sexual health
- ✿ Internet safety and harms
- ✿ Physical health and fitness
- ✿ Healthy Eating
- ✿ Drugs, Alcohol and Tobacco
- ✿ Health and Prevention
- ✿ Basic First Aid
- ✿ Changing adolescent body

For more information about our PD and RSE curriculum, see Appendices 1 and 2.

In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

7.2 Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. A selection of resources are displayed on our website, at parents evening and a sample are attached to the Appendix 1.

If you would like to discuss any of the resources used in more detail please contact Mrs. Gray Head of Personal Development.

7.3 Teaching and Learning

The Head of Personal Development (PD) is responsible for developing lesson content and providing relevant resources to all teaching staff who deliver PD. Teaching assistants may



provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. PD teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE a number of teaching strategies will be used, including:

- ✿ Establishing a group agreement with pupils;
- ✿ Using 'distancing' techniques (eg. Case studies and role-play)
- ✿ The provision of a 'question box' during some session
- ✿ Dealing with questions in an age-appropriate manner
- ✿ Using discussion and appropriate materials
- ✿ Encouraging reflection

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when via letter/ email.

7.4 External speakers

We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- ✿ be suitably qualified to deliver RSHE sessions
- ✿ be aware of the school policy on RSHE and work within this
- ✿ be supervised by a member of staff at all times when on school premises
- ✿ alert the teacher to any safeguarding concerns
- ✿ understand their contribution they make to the broader RSHE programme
- ✿ be suitably vetted prior to being booked

7.5 Safe learning

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:



- ✿ If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- ✿ If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

7.6 Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. *Please see our Safeguarding policy*

Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.

7.7 Staff training

All staff delivering RSHE through PD will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the school as a whole.

7.8 Assessment and review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes (see appendix 2). This may include marked workbooks; self-assessment and peer assessment. Pupil's progress in RSHE will be included in the end of year report.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The Head Teacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 The Head Teacher

Staff are responsible for:

- ✿ Delivering RSHE in a sensitive way
- ✿ Modelling positive attitudes to RSHE
- ✿ 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 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 head of Personal Development and then the headteacher.

Where possible the staff named below will be responsible for delivering RSE in the Fernwood School, though this will be reviewed annually as part of timetabling.

Personal Development Team of Teachers: E.Gray, A.Cannon, B.Smith, D.Longshaw, L.Wolstenholme,, S Young, K Clay, P Walker, J.Thorpe, M.Morrill, M.Rothwell, M Hughes, A, Grant, M Rosenfeld, L Purcell, E Best, L West, S Crandley, M Taylor, C Butler

Science Teachers: J.Thompson, C.Everingham, M.Rosenfeld, K.Clay, O.Oben, J.Randall, A.Venskus, L.Sheppard, R.Reid, A.Johns, V.Murray, S.Goodwin

RE Teachers: C.Butler, G.Cooper, L.Wolstenholme

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Personal development is delivered to encourage tolerance and respect.

9. Parents' right to withdraw

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. You can see here which parts of our programme are defined as sex education (see Appendix 4). The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

To request that a pupil be excused from Sex Education parents should make this request to the head teacher. The head teacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND, however in exceptional circumstances the head teacher may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.



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

10. Monitoring arrangements

The delivery of RSHE is monitored by E.Gray – Head of Personal Development through:

Internal Quality Assurance practice, which will regularly monitor the delivery of RSHE, through work scrutiny, learning walks and pupil voice.

This policy will be reviewed by E.Gray – Head of Personal Development every eighteen months. At every review, the policy will be approved by P Irons (chair of governors) and P Burke (head teacher).



Appendix 1: Relationships, sex and health education mapped.

Covered in Personal Development lessons
 Covered in RE lessons
 Covered in Science lessons

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | ASPECT OF RSHE | RESOURCES |
|------------|----------|--|----------------|--|
| Year 7 | Autumn 2 | Building relationships: <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset • Bullying, including cyberbullying | Relationships | Baseline assessment examples for all year groups |
| | Spring 2 | <i>Reproduction unit</i> Diversity <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination | Relationships | |
| | Summer 1 | Healthy Living <ul style="list-style-type: none"> • How to make healthy lifestyle choices • Mental wellbeing • How to manage physical and emotional changes during puberty • FGM (female genital mutilation) | Health | |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | ASPECT OF RSHE | RESOURCES |
|------------|----------|--|----------------|--|
| Year 8 | Autumn 1 | <p>Drugs and alcohol</p> <ul style="list-style-type: none"> About the over-consumption of energy drinks About the relation between habit and dependence About how to manage influence in relation to substance use | Health | Example lesson from the drugs and alcohol unit of work |
| | Spring 1 | <p>Emotional wellbeing</p> <ul style="list-style-type: none"> Attitudes towards mental health How to manage emotions About healthy coping strategies | Health | |
| | Spring 2 | <p>Prejudice and discrimination</p> <ul style="list-style-type: none"> How stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage. | Relationships | |
| | Summer 1 | <p>Identity and relationships</p> <ul style="list-style-type: none"> Qualities of healthy positive relationships About gender identity and sexuality About the law in relation to consent The risks of 'sexting' | Relationships | |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | ASPECT OF RSHE | RESOURCES |
|------------|----------|--|----------------|---|
| Year 9 | Autumn 1 | <p>Peer influence</p> <ul style="list-style-type: none"> • How to assess risk and manage influence • About the legal and physical risks of carrying a knife • About the legal and health risks of drug and alcohol use | Health | |
| | Autumn 2 | <p>Healthy lifestyles</p> <ul style="list-style-type: none"> • About the relationship between physical and mental health • How to manage influences on body image | Health | |
| | Spring 2 | <p>Respectful relationships</p> <ul style="list-style-type: none"> • About different types of families and parenting • About conflict, its causes and resolution | Relationships | |
| | Summer 1 | <p>Intimate relationships</p> <ul style="list-style-type: none"> • About readiness for sexual activity and the choice to delay • About the myths and misconception with regard to consent • Negotiating safer sex and consequences of unprotected sex • The risks involved with sending sexual images <p><i>Marriage and families</i></p> <p><i>Contraception</i></p> <p><i>Gender prejudice in Church</i></p> <p><i>End of Year exam in Science involved revising Year 7 Reproduction unit.</i></p> | Sex Education | Example lesson from Intimate relationships unit |



| | | | | |
|---------|----------|--|--|--|
| Year 10 | Autumn 2 | <p>Healthy minds</p> <ul style="list-style-type: none"> Managing tough times: change, grief and bereavement how to manage challenges during adolescence how to reframe negative thinking strategies to promote mental health and emotional wellbeing | Health | Example lesson from Healthy Relationships unit |
| | Spring 1 | <p>Addressing extremism and radicalisation</p> <ul style="list-style-type: none"> about communities, inclusion, respect and belonging about the Equality Act, diversity and values how to recognise and respond to extremism and radicalisation | Relationships | |
| | Spring 2 | <p>Healthy relationships</p> <ul style="list-style-type: none"> about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support about asexuality, abstinence and celibacy | Sex Education with some overlap with Relationships | |
| | Summer 1 | <p>Exploring influence</p> <ul style="list-style-type: none"> about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making how to keep self and others safe in situations that involve substance use how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime <p><i>Peace and Conflict – prejudice/stereotypes</i></p> | Relationships and Health | |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | ASPECT OF RSHE | RESOURCES |
|------------|----------|--|---|-----------|
| | | <i>Reproduction at a cellular level – with an ethics element.</i> | | |
| Year 11 | Autumn | <i>Abortion</i> <i>Hormone control – contraception, IVF – with brief coverage of morality/ethics.</i> | NC Science | |
| | Spring 1 | Communication in relationships <ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online | Relationships with some Sex Education overlap | |



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

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



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



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



Appendix 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 (Personal Development) | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |



Appendix 4: Sex education aspects of the RSE curriculum.

The table below displays the aspects defined as sex education. You have the right to excuse your child from sex education (non NC science) but not from Relationships Education and Health Education.

| Year group | When lesson/lessons are taught | Sex education elements that can be excused from | |
|-------------------|---------------------------------------|--|--|
| Year 9 PD | Summer 2 | Choices relating to sex, why people have sex, influences on having sex, sexual competencies (communication with a partner, readiness, safer sex) | |
| Year 10 PD | Spring 2 | | |
| Year 9 PD | Summer 2 | The facts about the full range of contraceptive choices, efficacy and options available | Cannot excuse from what is covered in NC science |
| Year 10 PD | Spring 2 | | |
| Year 10 | Spring 2 | STI's, sexual health, transmission, prevention, safer sex and testing | Cannot excuse from what is covered in NC science |
| | | | |
| Year 10 | Spring 2 | Pornography – sexually explicit material presents a distorted picture | |
| Year 11 | Spring 1 | | |