

# Relationships and Sex Education Policy (from 2020)

**Birmingham Ormiston Academy**

BOA

**Approved by:** Hilary Hodgson (Board of Trustees)

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## 1. Aims

By the time they leave the Academy our pupils will be able to make informed decisions with regard to their own health (including sexual health) and personal well-being whilst having regard for the well-being and rights of others.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our academy is committed to relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across Key Stage 4.
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the

age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as health and advice services, including reliable information online
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in PHSE/RSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

This policy is consistent with all other policies adopted by BOA and is written in line with current legislation and guidance.

## 2. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At BOA we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

Relationship and sex education (RSE) is defined as:

A programme designed to give young people the information they need to help them develop healthy,

nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

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

## 6. Delivery of RSE

### Organisation

RSE and Health education are coordinated by the Assistant Principal who is responsible for the overall planning, implementation and review of the programme.

RSE and Health education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.

The majority of the programme will be delivered by tutors through PSHE and be supported by the delivery of the national curriculum in citizenship, science and physical education. Pupils can be taught in mixed ability, mixed gender or single sex groupings. There will be additional expert input from external agencies. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Citizenship.

### Delivery

Pupils also receive sex education sessions delivered by staff trained by a trained health professional.

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 2 and 3.

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

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The Principal

The principal 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).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 Principal.

Oversight of RSE: Assistant Principal – Derek Pitt

RSE Lead – Robert Patterson

### 7.4 Pupils

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

## 8. Parents' right to withdraw

We understand that the teaching of some aspects of the programme may be of concern to parents/carers.

We will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.

We respect the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum for citizenship, P.E and Science<sup>2</sup>. If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the Assistant Principal - Pastoral.

Before granting any such request the Assistant Principal will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

During this discussion the Assistant Principal will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This 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 said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents'

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, we will 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 Assistant Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.

The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory National Curriculum, after meeting with the academy to discuss their concerns, then the academy will make alternative arrangements for the pupil.

A list of the statutory topics included in the national curriculum at the different key stages, can be found in Appendix 3.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Assistant Principal.

A copy of withdrawal requests will be placed in the pupil's educational record.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Assistant Principal will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Equal opportunities

We understand and abide by The Equality Act 2010, and fully respect the rights of pupils and staff members. RSE and Health Education Policy 13

Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We are dedicated to delivering the relationship and sex education (RSE) and health education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all pupils.

Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that pupils treat each other well and go on to be respectful and kind adults.

Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy

staff, who will then follow the appropriate Behaviour Policy when the pupil is on academy premises.

These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **11. Assessment**

Whilst there is no formal examined assessment for these subjects, we will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by the Assistant Principal (Pastoral) through monitoring arrangements including planning scrutinies, learning walks and lesson observations.

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

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

## Appendix 1: Letter to Parents/Carers

Birmingham Ormiston Academy  
1 Grosvenor Street,  
Birmingham,  
B4 7QD

Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at Birmingham Ormiston Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. I am writing to let you know that, throughout the year, your child's tutor group will be taking part in lessons which will focus on Relationships and Sex Education (RSE).

Relationship Education Lessons will include pupils learning about: Healthy and unhealthy relationships, different types of families, managing online relationships, menstruation and puberty, self-esteem and romance, consent, contraception, managing conflict, sexual orientation and gender identity, marriage and divorce, sexually transmitted infections, sharing explicit images ('sexting'), the effects of pornography on relationship expectations, body image and gender stereotyping, parenting skills, relationship myths, relationship/domestic abuse, forced marriage.

This is part of our school's PSHE education programme which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the Academy's website, where you can access curriculum overviews by year group and our Relationships and Sex Education policy. All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions in order to prepare them for relationships in the modern world.

As a school community, we are committed to working in partnership with parents. There will be opportunities throughout the year to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. You will also receive feedback on your child's engagement with and understanding of the programme.

Birmingham Ormiston Academy respects the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum for citizenship, P.E and science. If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the Assistant Principal (Pastoral).

Before granting any such request Assistant Principal will discuss the request with parents and, where appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept. If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours faithfully,

Principal

## Appendix 2: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Autumn Term 1	<p><b>Online &amp; Media</b></p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>What to do and where to get support to report material or manage issues online. What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>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.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Mental Health</b></p> <p>That happiness is linked to being connected to others.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
Year 10	Autumn Term 2	<p><b>Mental Health</b></p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p>

		<p>How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).</p> <p><b>Being Safe</b></p> <p>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.</p>
Year 10	Spring Term 3	<p><b>Being Safe</b></p> <p>How people can actively communicate and recognize consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><b>Intimate &amp; Sexual Relationships</b></p> <p>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.</p> <p>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.</p> <p>Consent, including the age of consent</p>
Year 10	Spring Term 4	<p><b>Intimate &amp; Sexual Relationships</b></p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>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.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>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).</p>

Year 10	Summer Term 5	<p><b>Law &amp; Safeguarding</b></p> <p>Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p> <p>What the law states about pornography</p> <p>Violence and exploitation by gangs</p> <p>Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</p>
Year 10	Summer Term 6	<p><b>Substances</b></p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p>
Year 11	Autumn Term 1	<p><b>British Values</b></p> <p>Engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. The acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p><b>Extremism/radicalisation</b></p> <p>Engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. The acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p><b>FGM</b></p> <p>Female Genital Mutilation FGM</p>
Year 11	Autumn Term 2	<p><b>Violence Girls/Women</b></p> <p>Violence against women and girls</p> <p><b>Consent Being safe</b></p> <p><b>Pornography</b></p> <p>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.</p>

Year 11	Spring Term 3	<p><b>Contraception STI signposting</b> The facts about the full range of contraceptive choices, efficacy and options available.</p> <p><b>Contraception STI signposting</b> 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.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>
Year 11	Spring Term 4	<p><b>Contraception STI signposting</b> How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>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).</p> <p><b>Substances</b> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p>
Year 11	Summer Term 5	<p><b>Substances</b> The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p>

### Appendix 3: 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>
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> </ul>

	<ul style="list-style-type: none"> <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> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul> |
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## Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.